

## What your child will study in Year 8

Subject	Autumn Term	Spring Term	Summer Term	Extended Curriculum (recommended additional reading/websites/visits for use at home)
<b>Art</b>	<p>Students create work based on the theme of Endangered Species and our environment. They research the plight of endangered animals Looking at the work of Dave White, for inspiration into creating endangered animal images in soft pastel. Pencil drawing is our initial starting point and grid devices to record are used to develop accuracy in observational drawing work. They will undertake studies of Tigers, Rhinos, Giraffes, during class and homework in tonal pencil.</p> <p>This gets them ready for their large animal soft pastel image of their chosen endangered animal. Written work on Dave white allows them to study the themes that artists use to convey to the viewer.</p>	<p>Continuing with the Endangered theme students now begin to look at the reasons for the plight of these animals and create imagery that best conveys this message. They use collage, watercolours and tonal pen to generate their own ideas. At this stage students are encouraged to plan their own unique ideas for a composition and are much more independent in the process. The work of Beatrice Coron is a starting point for a background to their piece using paper cut outs. Their written work is extended to include annotations in their sketchbook of their ideas and plans. The final piece is then produced using the earlier elements from both terms.</p>	<p>Students create work showing the time line from the industrial revolution through to the advancements in technology. Studying artists who work closely with this theme including Ian Cartwright, Paolozzi, Michael Lang, Leger, Shelley Mansell. Students are given the opportunity to develop collage -based work to create an abstract piece. They will be given the opportunity to study objects from old clocks to circuit boards and observational studies will be created in pen, pencil, ink, pencil crayon and mono printing. Relief work will give this piece a new dimension.</p>	<p>DaveWhiteart.com has an excellent collection of his work with biographical information and a blog.  <a href="http://www.worldwildlife.org/">http://www.worldwildlife.org/</a> has all of the information needed to research the plight of these animals.  <a href="https://kids.tate.org.uk/">https://kids.tate.org.uk/</a> is an excellent site where students can post their own images and create a mini site.  <a href="http://www.ngkids.co.uk/animal">http://www.ngkids.co.uk/animal</a>  <a href="#">s</a>                      Has some excellent activities and information on wildlife.</p>
<p><b>Computing</b></p> <p>One of three rotations</p>	<p><b>Operating systems</b></p> <ul style="list-style-type: none"> <li>✓ Recognise and understand the function of the main internal parts of basic computer architecture.</li> <li>✓ Understand the concept behind the fetch-decode-execute cycle.</li> <li>✓ Compare and contrast different operating systems.</li> <li>✓ Use the CMD.</li> <li>✓ Compare different GUIs.</li> <li>✓ Understand what Open Source is and the difference between system software and application software.</li> </ul>			<p><a href="http://www.codecademy.com/learn/python">www.codecademy.com/learn/python</a></p> <p><a href="https://code.org">https://code.org</a></p> <p><a href="http://www.bbc.co.uk/education/subjects/zvc9q6f">http://www.bbc.co.uk/education/subjects/zvc9q6f</a></p>

	<p><b>Binary</b></p> <ul style="list-style-type: none"> <li>✓ Understand that digital computers use binary to represent all data.</li> <li>✓ Understand how bit patterns represent numbers and images.</li> <li>✓ Know that computers transfer data in binary.</li> <li>✓ Understand the relationship between binary and file size.</li> <li>✓ Understand how a computer inputs, outputs and processes data.</li> </ul> <p><b>Programming</b></p> <ul style="list-style-type: none"> <li>✓ Understand that algorithms are implemented on digital devices as programs.</li> <li>✓ Design algorithms using iteration and selection i.e. if statements.</li> <li>✓ Use logical reasoning to predict outcomes.</li> <li>✓ Detect and correct coding errors.</li> <li>✓ Execute, check and change programs.</li> <li>✓ Understand that programs execute by following precise instructions.</li> </ul>	
<p><b>Design &amp; Technology</b></p> <p>One of three rotations</p>	<p><b>Technical principles</b></p> <ul style="list-style-type: none"> <li>✓ The categorisation of the types and properties of materials: <ul style="list-style-type: none"> <li>- Ferrous and non-ferrous metals;</li> <li>- Thermoforming and thermosetting polymers.</li> </ul> </li> <li>✓ The physical properties of materials, how the properties of materials are selected related to their uses e.g. knowledge of properties of materials to be applied when designing and making.</li> </ul> <p><b>Designing &amp; making principles</b></p> <ul style="list-style-type: none"> <li>✓ Explore and develop their ideas, testing, critically analysing and evaluating their work in order to inform and refine their design decisions thus achieving improved outcomes.</li> <li>✓ Investigate and analyse the work of past and present professionals and companies in the area of design and technology in order to help inform their own ideas.</li> <li>✓ Design and develop at least one prototype that responds to needs and/ or wants and is fit for purpose, demonstrating functionality, aesthetics, marketability and consideration of innovation.</li> <li>✓ Make informed and reasoned decisions, respond to feedback about their own prototypes (and existing products and systems) to identify the potential for further development and suggest how modifications could be made.</li> </ul>	<p><a href="http://www.technologystudent.com/">http://www.technologystudent.com/</a></p> <p><a href="http://www.design-technology.info/home.htm">http://www.design-technology.info/home.htm</a></p>

	<ul style="list-style-type: none"> <li>Use specialist techniques and processes to shape, fabricate, construct and assemble a high quality prototype, including techniques such as wastage, addition, deforming and reforming, as appropriate to the materials and/or components being used.</li> </ul>			
<b>Drama</b>	<p><b>Improvisation</b> A recap of the basic Drama skills before exploring Spontaneous Improvisation. This topic challenges their creativity, imagination and quick thinking skills.</p> <p><b>Verbatim Theatre</b> Students develop their ability to work with challenging themes and issues to create a piece of drama which incorporates true scenes based on real life events.</p>	<p><b>Romeo &amp; Juliet</b> Students explore the play, its themes and recreate scenes. Students will learn lines and demonstrate their characterisation and performance skills.</p> <p><b>Devising Theatre</b> The aim of this scheme is to help students explore how to devise both naturalistic and stylised drama using different stimuli as their central focus.</p>	<p><b>Our Day Out</b> Students explore the play, its themes and recreate scenes. Students will learn lines and demonstrate their characterisation and performance skills. They will study the play in depth and understand the playwright's intentions. This playwright is also studied at GCSE, this term is a great learning platform for students.</p>	<p>Theatre Trips are run through school year and we encourage the students and their families to visit the theatres in our community and Greater Manchester to experience as much Live Theatre as possible. Royal Exchange, Manchester (They hold regularly Family Days which are free) Waterside Arts Centre, Sale Garrick Theatre, Altrincham Lowry Theatre, Salford KS3 Drama: <a href="http://www.bbc.co.uk/bitesize/ks3/english/speaking_listening/drama/revision/1/">http://www.bbc.co.uk/bitesize/ks3/english/speaking_listening/drama/revision/1/</a> National Theatre <a href="http://www.youtube.com/user/ntdiscovertheatre?feature=watch">http://www.youtube.com/user/ntdiscovertheatre?feature=watch</a> Sky Arts Channel 129 &amp; 130 Digital Theatre UK Cinemas now show shows from London's National Theatre. <a href="http://www.digitaltheatre.com/">http://www.digitaltheatre.com/</a></p>

<p><b>English</b></p>	<p><b><u>Spy Fiction</u></b></p> <p>At the beginning of year 8 students will study extracts from a range of spy fiction, exploring genre conventions, style and structure. Through a focus on grammar, students will develop their own writing skills, leading to them producing an extract from a spy story of their own.</p> <p><b><u>Poetry</u></b></p> <p>In the second half term year 8 pupils will study a range of poetry from a range of different themes. Students will further develop the skills of analysis and essay writing embedded in Year 7 and broaden their appreciation and understanding of poetic techniques.</p>	<p><b><u>Animal Farm</u></b></p> <p>Students will study this classic novel by George Orwell, focusing on the writer’s ideas and messages, the importance of context, and the allegorical meaning of the story. Students will further develop their skills of analysis and essay writing and will be assessed through a GCSE style essay question.</p> <p><b><u>Romeo and Juliet</u></b></p> <p>Students will study Shakespeare’s classic tale of love and tragedy through a selection of key scenes. They will develop their understanding and appreciation of Shakespeare’s language and his use of dramatic devices. Assessment is through a GCSE style question on an extract from the play.</p>	<p><b><u>Writing to Explain</u></b></p> <p>Students will learn how to write to inform and explain for different audiences by exploring some of the unusual activities people carry out in their spare time. The texts and activities will help students to make language choices about how to convey and structure information and alter the tone they use in order to explain, inform and entertain in their writing.</p> <p><b><u>Exam Preparation</u></b></p> <p>Students will sit a reading examination at the end of Year 8, based on one of the texts they have studied during the year.</p>	<p>Read other poems by the poets you have studied, including Poems of Innocence and Experience by William Blake. Read one of the books you were introduced to in the extracts for Spy Fiction. For example, one of the Young Bond novels or the Stormbreaker series. Research George Orwell and/or read one of his other stories, such as 1984. Watch a film or stage version of Romeo and Juliet. Visit the Globe Theatre in London or Stratford upon Avon, the home of Shakespeare.</p>
<p><b>Food Preparation and Nutrition</b></p> <p>One of three rotations</p>	<p>In year 8 the students continue to build on the knowledge and skills from year 7. They carry out one Food Science task investigating the chemical and biological raising agents used for bread making. For this they develop a more detailed understanding of how breads may be leavened. They make a range of bread products such as basic savoury bread, cinnamon buns, soda bread and pizza. They also learn about heat transfer through written and practical tasks. They develop a more detailed understanding of healthy eating and the basic nutrients in food. This is supported by instruction on a range of other food preparation and cooking techniques. The pupils learn how to carry out basic costing and nutritional analysis of some products made.</p>	<p>Recipe Books are available on SMH  <a href="http://www.bbc.co.uk/learning/subjects/food_and_catering.shtml">http://www.bbc.co.uk/learning/subjects/food_and_catering.shtml</a>  <a href="http://www.foodafactoflife.org.uk/section.aspx?siteId=20&amp;sectionId=85">http://www.foodafactoflife.org.uk/section.aspx?siteId=20&amp;sectionId=85</a></p>		

<b>French</b>  (Students study either Spanish OR French)	Say what you eat/ drink Opinions and reasons Ordering in a café	Freetime activities Using computers and mobiles Weather	Describing the area where you live Describing the house Describing your bedroom Prepositions	<a href="http://www.linguascope.com">www.linguascope.com</a>  ( see staff for password)  <a href="http://www.funwithlanguages.vacau.com">www.funwithlanguages.vacau.com</a>
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depending on their year group)		The present tense: introduction to conjugations	Saying what there is to do in your town Future tense	<a href="http://www.digitaldialects.com">www.digitaldialects.com</a>  <a href="http://www.bbc.co.uk/education/subjects/zfckjxs">http://www.bbc.co.uk/education/subjects/zfckjxs</a>
<b>Geography</b>	<p>Topic 1 Coasts</p> <ol style="list-style-type: none"> <li>Types of waves and formation of waves</li> <li>Erosional landforms and processes</li> <li>Depositional landforms and processes</li> <li>Coastal management</li> <li>Coastal habitats</li> <li>Assessment</li> </ol> <p>Topic 2 Emerging Asia</p> <ol style="list-style-type: none"> <li>Where Asia is and its physical characteristics</li> <li>Where is China and what is China like?</li> <li>China's economic miracle</li> <li>To know how living conditions, suffer as a result of China's economic boom</li> <li>Where in the world is India?</li> <li>What is India's climate like?</li> <li>How sustainable is the development of Asia?</li> </ol>	<p>Topic 3 Rivers</p> <ol style="list-style-type: none"> <li>The hydrological cycle</li> <li>The drainage basin</li> <li>River processes – erosion, transportation/ deposition</li> <li>River landforms – meanders, waterfalls / ox bow lakes</li> <li>Flooding and flood management</li> <li>River fieldwork skills and a theoretical model</li> </ol> <p>Topic 4 Geographical Enquiry (Using the fieldtrip)</p> <ol style="list-style-type: none"> <li>Identify a local issue and hypothesis</li> <li>Plan data collection and methodology</li> <li>Design data collection sheet and sketch maps</li> <li>Fieldwork</li> <li>Presentation of data x3</li> <li>Interpreting graphs</li> <li>Conclusion and evaluation</li> </ol>	<p>Topic 5 Population</p> <ol style="list-style-type: none"> <li>How has the world's population grown over time?</li> <li>How and why are we unevenly distributed?</li> <li>Why birth and death rates differ and their implications</li> <li>What is the china one child policy?</li> <li>What is the demographic transition model?</li> <li>What population pyramids tell us about a country and how they change over time</li> <li>Youthful vs ageing populations</li> <li>Migration – causes and impacts</li> </ol> <p>Topic 6 Geographical skills</p> <ol style="list-style-type: none"> <li>Map reading and compass points</li> <li>Image recognition and description</li> <li>Atlas' and extended writing</li> <li>Graph interpretation and creation</li> <li>Exam technique using past information</li> <li>Theoretical fieldwork techniques</li> <li>Preparing for GCSE</li> </ol>	<ul style="list-style-type: none"> <li>BBC bite size</li> <li>National geographic</li> <li>The news</li> <li>CGP revision guide (new 2016 specification 1-9 AQA)</li> </ul>

<p><b>History</b></p>	<p>Topic 1: The British Empire</p> <ul style="list-style-type: none"> <li>➤ What was the British Empire?</li> <li>➤ British empire posters</li> <li>➤ How did the British Empire get so large?</li> <li>➤ What was the Amistar massacre?</li> <li>➤ How and why did India gain independence?</li> <li>➤ Was the British Empire a good thing or not?</li> <li>➤ Assessment: British Empire: Pride or Shame? (AUT1)</li> <li>➤ Why did the British Empire end?</li> </ul> <p>Topic 2: From Slavery to Equality</p> <ul style="list-style-type: none"> <li>➤ Why did the slave trade develop?</li> <li>➤ What was life like on the middle passage?</li> <li>➤ What happened at a slave auction?</li> <li>➤ How were slaves treated on plantations?</li> <li>➤ Why did attitudes to the slave trade differ?</li> <li>➤ How useful is the evidence for why slavery was abolished?</li> <li>➤ Assessment (AUT2)</li> </ul>	<p>Topic 2: Manchester during the Industrial revolution</p> <ul style="list-style-type: none"> <li>➤ How did Britain change between 1750 and 1900?</li> <li>➤ What was Manchester like during the industrial revolution?</li> <li>➤ How did railways change life in Britain?</li> <li>➤ What were conditions like for children during the industrial revolution?</li> <li>➤ Why did Thomas and Jon run away?</li> <li>➤ Should child labour continue?</li> <li>➤ What were conditions like in industrial towns?</li> <li>➤ Assessment: Did the industrial revolution make life better for people? (SPR1)</li> </ul> <p>Topic 4: World War One</p> <ul style="list-style-type: none"> <li>➤ What were the long term causes of World War One?</li> <li>➤ Was World War One started by terrorists?</li> <li>➤ Why did WW1 break out? Assessment (SPR2)</li> <li>➤ How did trench warfare develop?</li> <li>➤ What were conditions like in the trenches?</li> <li>➤ Why did men volunteer in 1914?</li> <li>➤ Why did some men refuse to fight?</li> <li>➤ How were families affected by WW1?</li> </ul>	<p>Topic 5: The Holocaust</p> <ul style="list-style-type: none"> <li>➤ What was the Holocaust?</li> <li>➤ What was life like for Jewish people before the Holocaust?</li> <li>➤ Why did Hitler have anti semitic views?</li> <li>➤ Assessment (SUM1)</li> <li>➤ What happened to the Hecht family?</li> <li>➤ Who was the blame for the Holocaust? / Who killed Abraham Bauman?</li> <li>➤ What was life like in a Jewish Ghetto? Include Red Cross report</li> <li>➤ How should a Nazi war criminal be treated?</li> </ul> <p>➤ End of year revision</p> <p>➤ End of year exam SUM2</p>	
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<b>Maths</b>	<b>Whole Number Theory</b> Number Bonds Extended. Place value Extended. Multiples and Factors, HCF, LCM.	<b>Coordinate Geometry</b> Cartesian Coordinates.	<b>Problem Solving</b> Maths Context Number Theory Singapore bar	The following websites can be used to help your child develop further understanding in each of
	<p>Prime, Square, Cube, Triangular, Arrays and Surds, Indices, standard form          Estimation and approximation.          Number patterns and Sequences          Significance figures.          Venn diagrams.          Fractions, decimal, %.          Multiplicative reasoning.</p> <p><b>Probability</b>          Prediction.          More than one event.          Theoretical and experimental          Binomial distribution.</p> <p><b>Geometry</b>          Identifying &amp; Classifying          Angles in planes;          Alternate and corresponding angles in parallel lines. Perpendicular and angle bisectors.          Transformations.          Reflections and rotations          Conservation of Area.</p>	<p>Mid-points, lengths of lines, perimeter and areas. Similarity and Pythagoras Triples.          Geo Boards.          How many triangles?          Congruent, Similar, naming shapes.          Developing circles, area and Pi.          Conservation of area leading to Pythagoras.</p> <p><b>Statistics</b>          Analysis of data          Correct measures and representation to further analysis          Comparatives          Fixed width Histograms          Relative frequency.</p>	<p>Multiplicative Reasoning, Proportional reasoning and Ratio.          Geometry, construction, Loci and measurement.          Justifying problems.          Experimental Probability</p> <p><b>Problem Solving</b>          Bowland          Proof, justification and fluency          Students reflect on their learning using Power Point presentations.</p>	<p>the topics taught throughout the academic year:  <a href="http://www.mymaths.co.uk">www.mymaths.co.uk</a>          This website is linked to the AQA maths examination body whose examination they will sit at the end of year 11.          Other useful websites include:  <a href="http://www.bbc.co.uk/education/subjects/zqhs34j">http://www.bbc.co.uk/education/subjects/zqhs34j</a>  <a href="http://www.mathsbot.com">www.mathsbot.com</a>  <a href="http://online.justmaths.co.uk/">http://online.justmaths.co.uk/</a>  <a href="https://mathslinks.net/links/mr-carter-maths">https://mathslinks.net/links/mr-carter-maths</a>  <a href="https://www.mrbartonmaths.com/">https://www.mrbartonmaths.com/</a>  <a href="http://donsteward.blogspot.co.uk/">http://donsteward.blogspot.co.uk/</a></p>

<p><b>Music</b></p>	<p><b>Soundscapes and Graphic Scores</b>  Students explore how to use vocal and body percussion to create a soundscape. They first analyse the Honda choir advert as a starting point, experimenting with musical textures and the control of dynamics, pitch and timing before creating their own group performance piece.  To further develop their ability to work in large groups and work with specific timing, students will create a soundscape to accompany a Charlie Chaplin film clip. They will blend vocal, body, percussion</p>	<p><b>Western Classical Music</b>  Where would we be without the fantastic sounds of a magnificent orchestra? How did these instruments develop?  Students learn to recognise individual and groups of instruments by sight and by ear. They will also have the opportunity to play a variety of instruments in the classroom.</p> <p><b>The Planet Suite</b>  Students explore this powerful and enchanting piece composed by Gustav Holst. They learn to identify structure,</p>	<p><b>All That Jazz Part 1</b>  This is a study of the Jazz/ Blues style and how it links to previous styles. We look at basic chord progressions, blues notes, artists of the period and the development of Jazz and Blues from their musical/historical roots.  Students listen to music with specific focus to identify key elements such as bass riffs, instruments, swing rhythms and so on. Keyboard work is incorporated to allow students to experiment with bass riffs and improvisation in a blues style.</p>	<p><b>Soundscapes:</b>  Watch the graphic score and performance of ‘Stripsody’ by Cathy Berberian (on YouTube watch?v=ljIncO4c89g). See how this bizarre piece is written down using pictures and shapes. You can then also watch her perform this (YouTube watch?v=0dNLAhL46xM).  How does this make you feel? Do you think this is a valuable/worthwhile form of music notation?</p>
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	and electronic sounds to create a unique and professional grade performance.	instrumentation, dynamics, pitch, tempo changes and will learn how to articulate the reasons why music creates a specific atmosphere such as magic, menace and even old age!	Challenge is added in the second half of the course as students work through specific notated chord progressions, bass riffs and melodies before learning to improvise over these before finally transposing their work to perform in a different key.	<b>Western Classical Music:</b> Learn to recognise instruments by sight and by ear whilst watching this funny clip (YouTube watch?v=Sr-l2m8twX0) <b>Jazz/Blues:</b> Listen to a selection of Jazz and Blues style music, get to know the main instruments involved and look into the roots of these two styles. A very good video to watch can be found on YouTube watch?v=whN5PXsrP6E
<b>PE</b>	Girls: Netball, Fitness, Badminton, OAA, Lacrosse, Basketball  Boys: Football, Basketball, Rugby, OAA, Badminton, Fitness, Lacrosse	Girls: Dance, Lacrosse, Netball, Badminton, OAA, Football, Fitness, Handball, Gymnastics  Boys: Badminton, Handball, Football, Fitness. OAA	Girls: Rounders, Athletics  Boys: Cricket, Softball, Athletics	Netball, Streetcheer, Football, Basketball, Badminton, Cricket, Athletics, Rounders
<b>Religion and Ethics (RE)</b>	Muslim Worship  1. The Shahadah and the 99 names. 2. Salat 3. The Mosque 4. Zakat 5. Sawm – Ramadan & Eid 6. Hajj 7. Eid ul Adha 1. The Hijab 2. Birth rites 3. Marriage in Islam 4. Halal 5. Jihad 6. Sunnis and Shi'ites.	Holy Week:  1. Background to Palestine at the time of Jesus 2. Palm Sunday 3. Jesus the Rebel 4. The Last Supper 5. The Arrest and trial. 6. Crucifixion 7. The Resurrection Meaning of the crucifixion and resurrection. Easter festival End of unit exam	Animal Rights x3  - Christian Worship: 1. Inside a Church: 2. Comparing Catholic, Orthodox, Protestant. 3. Church Project: Design a church for every type of Christian. X3  Christian Worship 4. Communion 5. Baptism 7. Types of prayer 7. End of year revision and exams	Exam Skills Focus to Embed now to lead to 'Mastery' for GCSE:  1. Key Word knowledge 2. 'Describe' command word of beliefs and practices 3. 'Explain' command word.  4. Comparative questions which demonstrate an understanding of the differences in beliefs within 1 or 2 religions.  5. Evaluation in 'Do you agree?' style questions.

<p><b>Science</b></p>	<p>8 A &amp; C – Food, nutrition, breathing and respiration.</p> <p>8 E &amp; G – Combustion and metals and their uses.</p>	<p>8 K &amp; I – Energy transfers and fluids.</p> <p>8 B &amp; D – Plants and their reproduction and unicellular organisms.</p>	<p>8 F &amp; H - The periodic table and rocks.</p> <p>8 J &amp; L- Light, Earth and space.</p> <p>Pupils will study a key concepts unit that will support the transition into GCSE,</p>	<p>BBC Bitesize – Key Stage 3 Science.</p> <p><a href="http://www.edheads.org">www.edheads.org</a></p> <p><a href="http://www.sciencekids.co.nz/">http://www.sciencekids.co.nz/</a></p> <p><a href="http://www.ngkids.co.uk/">http://www.ngkids.co.uk/</a></p> <p>Visit – Manchester Science and industry museum and</p>
<p><b>Spanish</b></p> <p>(Students study either Spanish OR French depending on their year group)</p>	<p>Extended opinions about school subjects</p> <p>School snacks and opinions</p> <p>The present tense: introduction to conjugations</p> <p>Describing the school building.</p>	<p>Describing the area where you live</p> <p>Describing the house</p> <p>Describing your bedroom</p> <p>Prepositions</p> <p>Daily routine</p> <p>Saying what there is to do in your town</p>	<p>Describing your town/city</p> <p>Giving opinions</p> <p>Weather</p> <p>Freetime activities</p> <p>Helping at home</p> <p>Future tense</p> <p>Introduction to past tense.</p>	<p><a href="http://www.linguascope.com">www.linguascope.com</a></p> <p>( see staff for password)</p> <p><a href="http://www.funwithlanguages.vacau.com">www.funwithlanguages.vacau.com</a></p> <p><a href="http://www.digitaldialects.com">www.digitaldialects.com</a></p> <p><a href="http://www.bbc.co.uk/education/subjects/zfckjxs">http://www.bbc.co.uk/education/subjects/zfckjxs</a></p>