



Grade 8 Science will be learning...

Term 1	Term 2	Term 3	Working towards
<p>Unit Name: Living things (Adaptability) Solids, liquids, gases (Discovery) Energy transfer</p> <p>Topics: the characteristics common to all living things, and their importance to survival of the organism all living things being made of cells, the structure of typical cells, how cells are adapted to their function how cells are organised into tissues, organs and organ systems to efficiently carry out the functions of life how to classify animals and plants into major groups, using some locally occurring examples what is meant by a species Outcome: develop their knowledge of the particle theory of matter and how this can explain the properties of solids, liquids and gases, including changes of state choosing appropriate apparatus and using it correctly making careful observations including measurements presenting results in the form of tables, bar charts and line graphs recognising results and observations that do not fit into a pattern,</p>	<p>Unit Name: Acids and bases (Risk) Earth and beyond (Creativity) Micro-organisms and disease</p> <p>Topics: to develop their knowledge of: how to tell if a solution is an acid or an alkali using a pH scale neutralisation and some of its applications. develop their ideas on: the different types of rocks and soils simple models of the internal structure of the Earth fossils and the fossil record as a guide to estimating the age of the Earth how the movement of the Earth causes the apparent daily and annual movement of the sun and the stars the relative positions and movement of the planets and the Sun in the solar system the impact of the ideas and discoveries of Copernicus, Galileo and more recent scientists the Sun and other stars as sources of light, and that planets and other bodies are seen by reflected light to develop their knowledge of: how some micro-organisms can be useful to humans, but others are harmful</p>	<p>Unit Name: Habitats and environment Putting things into groups Forces and their effects</p> <p>Topics: to develop their knowledge of: how some micro-organisms can be useful to humans, but others are harmful the use of micro-organisms in food production how micro-organism activity can cause decay the work of Louis Pasteur and other scientists studying the human body. where organisms live how organisms interact with each other and the environment the influences humans have on the natural environment variation within a species. to develop their knowledge of: metals and non-metals everyday materials and their physical properties. develop their knowledge of: the effects of forces on movement, including friction and air resistance the effects of gravity on objects.</p>	<p>Gaining scientific knowledge, making predictions, using various ways to take measurements and completing the Cambridge curriculum involving IMYC</p>



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<p>including those presented on a graph, chart or spreadsheet considering explanations for predictions using scientific knowledge and understanding and communicating these develop their knowledge of: different types of energy energy as something that cannot be created or destroyed energy transfers. making careful observations including measurements presenting results in the form of tables, bar charts and line graphs using information from secondary sources considering explanations for predictions using scientific knowledge and understanding and communicating these</p>	<p>the use of micro-organisms in food production how micro-organism activity can cause decay the work of Louis Pasteur and other scientists studying the human body.</p>		