<table>
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<tr>
<th>CONTENT DESCRIPTION</th>
<th>LEARNING ACTIVITIES/TEACHING IDEAS</th>
<th>ASSESSMENT</th>
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<td><strong>ROCKS: 4-5 weeks</strong></td>
<td><strong>Pearson 8 Science:</strong></td>
<td><strong>Could include:</strong></td>
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<tr>
<td>Sedimentary, igneous and metamorphic rocks contain minerals and are formed by processes that occur within Earth over a variety of timescales (ACSSU153)</td>
<td>Chapter 8 Rocks 8.1 Igneous Rocks 8.2 Weathering 8.3 Sedimentary Rocks 8.4 Metamorphic Rocks</td>
<td>Practical activities Internet research Worksheets Investigation Research</td>
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</table>
| - representing the stages in the formation of igneous, metamorphic and sedimentary rocks, including indications of timescales involved  
- identifying a range of common rock types using a key based on observable physical and chemical properties  
- recognising that rocks are a collection of different minerals  
- considering the role of forces and energy in the formation of different types of rocks and minerals  
- recognising that some rocks and minerals, such as ores, provide valuable resources | **Pearson Science 8:** | **Could include:** |
| **ENERGY: 3–4 weeks** | Chapter 5 Using Energy 5.1 Energy around you 5.2 Energy changes 5.3 Energy efficient design | Practical activities Internet research Worksheets Investigation Research |
| Energy appears in different forms including movement (kinetic energy), heat and potential energy, and causes change within systems (ACSSU155) | - recognising that kinetic energy is the energy possessed by moving bodies  
- recognising that potential energy is stored energy, such as gravitational, chemical and elastic energy  
- investigating different forms of energy in terms of the effects they cause, such as gravitational potential causing objects to fall and heat energy transferred between materials that have a different temperature  
- recognising that heat energy is often produced as a byproduct of energy transfer, such as brakes on a car | |
and light globes
  - using flow diagrams to illustrate changes between
    different forms of energy

**ELEMENTS: 4-5 weeks**

Differences between elements, compounds and mixtures can be described at a particle level (ACSSU152)
  - modelling the arrangement of particles in elements and compounds
  - recognising that elements and simple compounds can be represented by symbols and formulas
  - locating elements on the periodic table

**Pearson Science 8:**

Chapter 7 Elements, compounds and mixtures
  7.1 Elements
  7.2 Compounds
  7.3 A closer look at atoms

**Could include:**
  - Practical activities
  - Internet research
  - Worksheets
  - Investigation
  - Research

**BODY SYSTEMS: 3-4 weeks**

Multicellular organisms contain systems of organs that carry out specialised functions that enable them to survive and reproduce (ACSSU150)
  - identifying the organs and overall function of a system of a multicellular organism in supporting the life processes
  - describing the structure of each organ in a system and relating its function to the overall function of the system
  - examining the specialised cells and tissues involved in structure and function of particular organs
  - comparing similar systems in different organisms such as digestive systems in herbivores and carnivores, respiratory systems in fish and mammals
  - distinguishing between asexual and sexual reproduction
  - comparing reproductive systems of organisms

**Pearson Science 8:**

Chapter 3 Living Systems
  3.1 Digestion
  3.2 Breathing and respiration
  3.3 Circulation
  3.4 Muscles and bones
  3.5 Waste disposal

Chapter 4 Growth and Reproduction
  4.1 Life cycles
  4.2 Reproduction and survival
  4.3 Human growth and reproduction
  4.4 Pregnancy

**Could include:**
  - Practical activities
  - Internet research
  - Worksheets
  - Investigation
  - Research