Callington Community College Curriculum Overview - Year 8 - 2025/26

Year 8	Autumn 1	Autumn 2	WEST COMMON ASSESSMENT 1	Spring 1	Spring 2	Summer 1	WEST COMMON ASSESSMENT 2	Summer 2
English	**Experience and Voice - Lacking a voice** Reading and analysing *Of Mice and Men*, exploring the theme of lacking a voice through character development, setting, and key themes. Students deepen their understanding of marginalisation and social isolation.	**Experience and Voice - Lacking a voice** Continuing a deeper study of 'Of Mice and Men' and to begin writing academic essays, considering formality of language and structure of argument.		**Experience and Voice - Freedom to speak** Building on Year 7 knowledge, students begin crafting Opinion Articles, using their voice and language skills to persuade. They are introduced to rhetoric concepts, including ethos, pathos, and logos.	**Experience and Voice - Freedom to speak** Preparing a persuasive 'Room 101' speech, developing public speaking and argument skills, alongside studying *Much Ado About Nothing* to explore context and Elizabethan views on women.	**Experience and Voice - Capturing the moment** Students begin by presenting persuasive 'Room 101' speeches, then explore creative non-fiction, learning how to apply typical fiction writing techniques—such as vivid description and narrative structure—to enhance non-fiction storytelling.		**Experience and Voice - Capturing the moment** Students use writing structure to effectively present their voice, develop strong paragraphing skills, and craft a polished final piece of creative non-fiction that engages and informs the reader.
Maths	**Number & algebra** Developing accuracy in estimation and rounding techniques, while building understanding of sequences and interpreting graphical representations across diverse real-world and mathematical contexts to enhance problem-solving skills.	**Algebra** Performing algebraic manipulations. Solving linear equations and inequalities accurately and confidently across a range of mathematical problems		**Proportion & statistics** Students develop skills to interpret and solve problems involving percentages and proportionality, while also learning to construct and analyse various statistical representations to effectively communicate data	**Statistics & geometry** Students analyse and compare data across different contexts in statistics, while in geometry they calculate the perimeter, area, and volume of various shapes, developing both analytical and spatial reasoning skills	**Geometry** Solving problems involving perimeter, area, and volume across a variety of real-world contexts, applying knowledge of measurement, shape properties, and spatial reasoning to calculate and interpret results accurately.		**Geometry** Calculating angles in polygons and parallel lines using geometric reasoning and angle rules. Students also complete accurate mathematical constructions using a ruler and compass, developing precision and problem-solving skills.
Science - Biology	**Organ systems** Students describe the structure and function of key organ systems, including the respiratory and digestive systems. They explain the effects of lifestyle choices on health and evaluate factors affecting organ function.	**Respiration** Students compare aerobic and anaerobic respiration, describing the differences in reactants, products, and energy yield. They explain why and where each type occurs and apply word equations to represent both processes accurately.		**Photosynthesis** Students observe and describe the structure of leaves, linking adaptations to the process of photosynthesis. They learn the word equation, and carry out investigations to explore how different factors affect the rate of photosynthesis.	**Evolution and inheritance** Students learn about inherited characteristics, variation, and how traits are passed through generations. They explore the process of evolution by natural selection and understand how adaptations support survival in changing environments.	**Cell structure and transport** Building on Year 7 knowledge of basic cell structure, students deepen their understanding of animal and plant cells, including specialised cells. They identify and describe how substances move by diffusion and osmosis.		**Cell division** Building on their understanding of cells students describe importance and the process of mitosis, and evaluate the role and potential uses of stem cells
Science - Chemistry	**Reactions**	**Types of reaction**		**The periodic table**	**Metals and acids reactions**	**Metals reactions**		**The Earth**

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	Building on prior knowledge of matter and its properties, students investigate and describe how chemical reactions form new substances and conserve mass using models, practical observations and measurements in experiments	Identifying exothermic and endothermic reactions, describing energy transfers in processes like combustion and thermal decomposition. Students investigate temperature changes through practical experiments, linking concepts to everyday examples and real-world applications.	Explaining the development and structure of the periodic table, and describing how elements are arranged by atomic number, groups, and periods. Analysing patterns in properties and reactivity, developing skills in observation how scientific ideas and understanding build through evidence based enquiry.	Observing and describing reactions between metals and acids, focusing on the reactivity series and displacement reactions. Students investigate reaction rates, observe and describe products, predict outcomes, and refine their ability to construct word equations.	Students investigate reactions between metal carbonates, metal oxides, and acids by observing changes, forming word equations, and interpreting symbol equations. They develop skills to predict products and understand reaction types and conservation of mass	Describing the Earth's structure and different rock types. Explaining how natural resources are extracted and used, evaluating the environmental and social impacts of resource consumption.
Science - Physics	**Forces** Describing balanced and unbalanced forces and their effects on motion. Students investigate force interactions through practical experiments, measuring changes in speed and direction, and apply concepts to real-world examples like friction and gravity.	**Work** Exploring the effect of friction and how work is done when forces are applied. Students investigate frictional forces through practical experiments, measuring energy transfer and efficiency, and relate concepts to everyday situations.	**Electricity** Understanding the basics of electric circuits, including current, voltage, and resistance. Students build and analyse circuits through practical experiments, measuring electrical quantities and describing how components affect circuit behavior.	**Magnetism** Understanding magnetic fields and their properties. Students investigate magnetic forces and learn how to create and use electromagnets through hands-on experiments, exploring practical applications and the principles behind electromagnetism	**Motion** Calculating speed using appropriate formulas, interpreting distance-time and velocity-time graphs, and investigating motion through practical experiments, developing skills in measurement, data analysis, and mathematical reasoning.	**Effects of forces** Understanding weight as a force due to gravity, turning effects (moments), and pressure in solids, liquids, and gases. Students investigate these concepts through practical experiments, apply relevant calculations, and analyse real-world examples.
Geography	**Is the UK's weather predictable?** Exploring why the UK experiences highly changeable weather. Students investigate weather patterns, and examine how climate change contributes to more extreme and unpredictable weather events.	**Is the world getting smaller?** The role of globalisation creating an interconnected world of people, resources and cultures	**Does water or ice create the best landscapes?** A study on how rivers and glaciers have carved some of the planet's most dramatic landscapes over time	**Where is the most dangerous place to live?** The role of tectonic hazards such as earthquakes, volcanoes and tsunamis in disaster prone regions across planet Earth	**Is Asia under threat or threatening?** A synoptic study of the planet's largest continent with a focus on the human and physical opportunities and challenges within the continent	
History	**What impact has the sugar trade had on people's lives, cAD 350**	**How did the British Empire grow?** A study of the British Empire, investigating the	**How has protest changed Britain?** This enquiry spans the period from 1850 to 1930 where we see considerable political and social change in Britain. During this period much of that change came about as a		**What was the first world war like for the soldiers who fought it?**	**Are we good at making Peace?** In the first instance students

	to the present? A breadth study of the sugar trade which allows students to explore the development of empire, the influence of other cultures and societies and study the concepts of change and consequence. This will include an insight into the development of the slave trade and Britain's role in that.	reasons for its growth and 'success' as well as the highs and lows of people within it. A case study of Australia exemplifies the opportunities and problems faced by the British and Indigenous peoples.		result of protests led by the people including the Chartists, Emily Hobhouse and the Suffragettes. We will investigate the success of these protests and the changes they led to.		This enquiry uses evidence from the First World War; archives, artefacts and testimonials, to explore what the soldiers experienced during the war. We explore the lives of the soldiers from multiple nationalities, cultures and religions who fought alongside one-another in the trenches.	will learn how world leaders created the Paris peace treaty and what it included. This enquiry then uses satirical cartoons to investigate the impact of the Treaty of Versailles on Germany; students will learn how to apply their knowledge of the events to make inferences from the cartoons and gauge opinion from the period.
Spanish	**Describing what people do in a range of contexts with a focus on the topic of technology.** A recap on all the vocabulary learnt last year. A revision of present tense conjugation for all regular verbs. Possessive adjectives.	**Describing where people go, went and will go.** Verb "to go"; near future tense; I form of the past tense of -ar verbs.		**Describing what different people do in a range of contexts (home, work, parties, class)** Verb "to do/make"; verb "to be able to"; verb "to must". A variety of vocabulary on a range of different, familiar topics.	**Describing past events; talking about how we feel now; describing future plans.** Past tense for -er/-ir verbs. Idiomatic uses of "to have". Revision of "to want", "to go" and "to give".	**Contrasting past and present events in a range of topics: work, holidays and the environment.** Comparison between present and past tense conjugations (all forms)	**Talking about our routines and our tastes.** Reflexive/direct object pronouns; "gustar" type verbs.
Art	**Day of the Dead** Students explore the historical and cultural context of the Day of the Dead festival. They investigate traditional patterns and symbols, creating sugar skull designs using oil pastels and expressive mark-making. The unit develops composition and colour blending skills, culminating in a mixed media skull artwork that reflects the celebration's vibrant aesthetic and deeper meaning.				**Architecture** Students study pattern, shape, and architectural styles across history, exploring the work of designers and makers. They experiment with mark-making using varied materials to develop texture and form. The project concludes with a 3D cardboard model inspired by their own building design, combining historical influence with personal creativity.		
Food & Nutrition	**Nutrition in Practice – Cooking for Health** Students explore nutrition for different life stages and needs, such as teenagers, vegetarians and active lifestyles. They plan and cook balanced meals, developing techniques like sautéing, boiling, and knife skills, while analysing nutritional content and making healthier food choices.			**Function of Ingredients and Food Science** Students explore baking and food science, learning how ingredients like fat, flour, eggs, and raising agents affect texture and structure. Through recipes such as scones and pizza, they develop techniques and evaluate how methods and ratios influence results.		**Global Foods and Practical Independence** Students explore dishes from various cultures, learning how geography, tradition, and religion influence food. They develop independence through complex recipes and techniques, while considering sustainability, provenance, dietary needs, and experimenting with herbs, spices, and flavour combinations.	

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Design & Technology	**Pewter Jewellery Casting and Packaging Design** Students design and cast pewter jewellery using CAD and laser-cut MDF moulds, learning metal properties and safe casting. They also create sustainable, branded packaging for a client, developing CAD, finishing techniques, and creativity through combining traditional and modern design processes			**Traditional Wooden Pencil Case with Half-Lap Joints** Students develop traditional woodworking skills by designing and making a wooden pencil case. They learn about hardwoods, timber properties, and workshop safety while mastering half-lap joints, sanding, and waxing, focusing on accuracy, craftsmanship, and practical problem-solving.		
Music	**The Blues** Students explore the history and stylistic features of Blues music, tracing its roots from African traditions to early Jazz. They learn the 12-bar Blues structure, Blues scale, AAB form, and key chords (I, IV, V, and sevenths), applying these in riffs, fills, walking bass lines, and improvisation. The unit develops listening skills, stylistic awareness, and improvisation confidence.		**What Makes a Good Song?** Students practically explore songwriting by studying popular song forms like intro, verse, chorus, bridge, middle 8, and coda. They examine hooks, riffs, lyrics, melody, and chord progressions, learning to compose original verses and choruses. Through listening, performance, and composition, pupils creatively apply texture, harmony, and structure, exploring the Blues' influence and using DR P SMITH as a framework for musical elements.		**The Virtuoso** This unit develops instrumental and performance skills through focused rehearsal techniques and musical understanding. Pupils explore virtuosity, emphasising resilience, metacognition, communication, creativity, and precision. They perform diverse music using lead sheets, scores, and TAB, study song structure and texture, use online tools, engage in reflective practice, and explore key musical elements via the DR P SMITH framework.	
Drama	**Spy School** In this unit, students engage with Stanislavski's naturalistic acting techniques, including the Magic If, emotional memory, tempo, rhythm, and objectives. Through practical, physical, and vocal experimentation, they develop characterisation, self-awareness, and analytical skills, laying a strong foundation for imaginative, truthful performance.	**The Curious Incident of the Dog in the Night-time** This unit explores *The Curious Incident of the Dog in the Night-time*, focusing on Christopher's unique perspective. Students develop vocal and physical skills through narration, tableau, and physical theatre, creatively expressing Christopher's journey. They also analyse key relationships, especially with Ed and Siobhan, using vocal tone, gesture, and proxemics	**Fragments** In *Fragments*, students explore identity, memory, and Holocaust survivor stories using testimony and historical materials. They develop dramatic skills like tableaux, freeze-frames, and physical theatre, learning to create empathetic, layered performances. The unit fosters emotional maturity and responsibility in portraying real-life experiences sensitively through devised drama.	**Commedia dell'Arte** In this *Commedia dell'Arte* unit, students explore physical comedy, exaggerated movement, and mask work to create stylised characters like Arlecchino and Il Capitano. They develop skills in comic timing, gesture, and posture, while learning to devise scenes and evaluate work, building confidence and ensemble collaboration.	**The Haunted Lift** Students learn to create and sustain dramatic tension through devised theatre, focusing on a mysterious lift event. They develop realistic characters and use techniques like hot-seating, freeze-frame, and soliloquy, exploring voice, movement, and language to build suspense, culminating in an original, tension-filled scene.	**At the Foot of the Hill** Students develop believable characters and layered narratives using visualisation, improvisation, and internal monologue. They explore perspectives through hot-seating, role on the wall, thought-tracking, freeze-frame, and the 'magic if.' Symbolism and personification deepen understanding of voice, empathy, and point of view. Collaborative scene work showcases strong characterisation and narrative resolution.
Computing	**Computing Systems** Students explore how computer systems operate, studying hardware components like processors, memory, and storage, alongside software execution and binary		**Introduction to Python Programming** Students build on Scratch experience to learn text-based Python programming, mastering variables, input, selection, iteration, and functions. They develop skills in writing,		**Python Programming with Sequences of Data** Students advance their Python programming by working with lists as dynamic data structures, using indexing and selection	

	processing with logic gates. They critically examine technology issues, including AI and ethics, developing a clear understanding of computing's structure, function, and societal impact.	debugging, and predicting code outcomes. Using Python Turtle, they creatively apply programming concepts through graphics, enhancing logical thinking and problem-solving abilities.	(if/elif/else) to manipulate data and control program flow. They develop skills in debugging, logical reasoning, and create practical projects like interactive calendars using real-time input.
PE	**Cognitive** - Basic tactics and strategy across a range of sports. A wide range of basic technical models for skills across a range of sports and activities. How to improve in different activities. **Creative** - Simple 'building blocks' (component parts/skills) that can be combined to form routines. Contrast, unison, canon, 'good form'. **Personal** - Accepting that failure is a natural part of competition. That teams are effective through trust and support. That success needs effort and practice. **Physical** - Build on and embed the physical development, skills & techniques learned in KS1/2. Use combinations of skills confidently Perform a variety of basic skills consistently and effectively in competitive situations. **Social** - What makes a good leader? – knowledge; empathy; communication; confidence etc. What constitutes effective communication skills? What responsibilities a leader has.		
PSHE	**Mental and physical Health**	**Healthy Relationships**	**Living in the Wider World**
RS	**How do Muslims Show Submission to Allah?**	**What do Sikhs Believe?**	