



Curriculum Plan – 2024-25

Subject: English as a First Language
Exam Board: Cambridge

Year: 10
Syllabus Code: 9093

	Term 1	Term 2	Term 3
Content	<p>Novel: Great Expectations</p> <p>Students read and analyse Charles Dickens’ Great Expectations. Whilst the focus is language analysis and analytical construction, one lesson a week focusses on creative writing. Students craft creative descriptions based on the Gothic genre.</p> <ul style="list-style-type: none"> • Gothic conventions • Descriptive writing • Language analysis • Structure analysis • Form analysis • Grammatical accuracy • Vocabulary building • Sentencing for effect • Language for effect • Summary writing • Reading comprehension • Latin roots • Analysing context <p>Descriptive and Narrative Writing</p> <p>Students learn a range of narrative and descriptive writing techniques</p> <ul style="list-style-type: none"> • Sentence structure • Literary devices • Sensory language <ul style="list-style-type: none"> • High level vocabulary • Characterisation • Setting • Exposition and climax 	<p>Poetry: Ted Hughes</p> <p>Students study the British Poet Laureate and hone poetry analysis skills. Students also practise their directed writing as they craft pieces based on the poetic voice.</p> <ul style="list-style-type: none"> • Identifying poetic devices • Analysing language • Analysing form • Analysing structure • Applying context • Grammatical accuracy • Debate • Reading comprehension • Summary skills • Implicit inference • Directed writing <p>Poetry: Ted Hughes</p> <p>Students study the former British Poet Laureate and hone poetry analysis skills. Students also practise their directed writing as they craft pieces based on the poetic voice.</p> <ul style="list-style-type: none"> • Identifying poetic devices • Analysing language • Analysing form • Analysing structure • Applying context • Grammatical accuracy • Debate • Reading comprehension • Summary skills • Implicit inference • Directed writing 	<p>Shakespeare: A Midsummer Night’s Dream & A Streetcar Named Desire</p> <p>Students conclude their year with the study of Shakespeare’s ‘Midsummer Night’s Dream and then A Streetcar Named Desire. There will be a drama, debate and language analysis focus to their study. Students also focus on developing their own transactional writing (articles, reports, diaries, etc.).</p> <p>Students have a chance to debate key moral issues whilst exploring critical context.</p> <ul style="list-style-type: none"> • Whole text analysis • Theme identification and analysis • Single word analysis • Structure analysis • Form analysis • Debate • Multiple interpretation • Performance • Grammatical accuracy



		<p>Poems: Hawk Roosting Telephone Wires Jaguar Anniversary The Harvest Moon Relic The Horses The Roe Deer The Other A Memory The Thought Fox Wind Football at Slack</p>	
Assessment	<ul style="list-style-type: none"> • End of Unit Tests • Multiple Choice Quizzes • Extended Writing 	<ul style="list-style-type: none"> • End of Unit Test/ Mock Exam • Multiple Choice Quizzes • Extended Writing 	<ul style="list-style-type: none"> • 2nd Mock Exam / External Exam • Self-study • Practice Papers



Curriculum Plan – 2024-25

Subject: English 2nd Language

Year: 10

	Term 1	Term 2	Term 3
Content	<p>Reading, Writing & Comprehension Skills</p> <p>Students read a range of simplified extracts from renowned authors throughout the year, focusing on their creation of images, emotion and environment linked to skills required for the exam. Students begin to analyse extracts before reconstructing their own vivid descriptions.</p> <ul style="list-style-type: none"> • Email writing • Report writing • Skimming and scanning • Cloze reading • Grammatical accuracy • Vocabulary building • Sentencing for effect • Language for effect • Summary writing • Reading comprehension <p>Reading and Writing: Short Extracts</p> <p>Students draw on and revise their learning of reading and writing skills. Students produce a range of informal and formal pieces of writing.</p>	<p>Speaking and Listening: Hot Topics</p> <p>Students expand their vocabulary and confidence with speaking and presenting on 'hot topics' in the news. Students will read about current affairs and present their opinions to the class.</p> <ul style="list-style-type: none"> • Developing originality • Pronunciation • Vocabulary building • Persuasive techniques (personal pronouns; emotive language; rhetorical question; statistic and fact; use of authority; anecdote; description; exaggeration; rule of three; repetition) • Idiom use • Grammatical accuracy • Debate • Reading comprehension • Summary skills <p>Introduction to short novel: Boy by Roald Dahl</p> <p>Students draw on and revise their learning of reading and writing skills in order to discuss and analyse famous novel. Students produce a range of informal and formal pieces of writing.</p> <ul style="list-style-type: none"> • Sentencing/ phonics • Grammatical accuracy • Language for effect • Developing originality • Grammatical accuracy • Reading comprehension • Skimming and scanning • Cloze reading • Summary skills • Greek roots 	<p>Exam Skills</p> <p>Students focus on their exam skills and look at a range of ways to save time effectively.</p> <ul style="list-style-type: none"> • Formal writing • Informal writing • Skimming and scanning • Cloze reading • Grammatical accuracy • Vocabulary building • Sentencing for effect • Language for effect • Summary writing • Reading comprehension • Grammatical accuracy <p>Revision</p> <p>Students conclude their year with a focus on revision and the completion of past papers. All papers will be marked in class and the students will be given opportunity to revise their answers in order to create models.</p> <ul style="list-style-type: none"> • Formal writing • Informal writing • Skimming and scanning • Cloze reading • Grammatical accuracy • Vocabulary building • Sentencing for effect • Language for effect • Summary writing • Reading comprehension • Film vocabulary • Idiom use • Latin roots • Grammatical accuracy

Britannica International School Shanghai Curriculum Plan – Year 10



**Britannica
International
School Shanghai**
an Orbital Education School

Assessment	<ul style="list-style-type: none">• End of Unit Test/Mock exams• Multiple Choice Quizzes• Extended Writing	<ul style="list-style-type: none">• End of Unit Test/Mock exams• Multiple Choice Quizzes• Extended Writing	<ul style="list-style-type: none">• End of Unit Test/Mock exams• Multiple Choice Quizzes• Extended Writing
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Curriculum Plan – 2024-25

Subject: Music
Exam Board: N/A

Year: 7
Syllabus Code: N/A

	Term 1	Term 2	Term 3
Content	<p>Unit 1: Rock Music/ Songwriting</p> <ul style="list-style-type: none"> • Diatonic chords • Chord progressions • Lyric writing • Verse and Chorus • Ensemble Skills • Bass guitar and drumkit technique • Hook writing <p>Unit 2: Samba</p> <ul style="list-style-type: none"> • Ensemble skills • Listening/ awareness • Syncopated rhythms • Maintaining a steady pulse • Historical/cultural background • Leadership skills <ul style="list-style-type: none"> • Ensemble work. 	<p>Unit 3: Japanese Music</p> <ul style="list-style-type: none"> • Minimalism • Taiko drumming • Timbre/Tone Colour and Instrumentation • Tripartite melody writing (<i>jo-ha-kyū</i>) • Japanese traditional instruments <p>Unit 4: Form and Structure</p> <ul style="list-style-type: none"> • Binary Form • Ternary Form • Rondo Form • Musical analysis of historical examples • Small group composition work • Keyboard skills • Listening skills • Performance skills 	<p>Film Music/ Program Music</p> <ul style="list-style-type: none"> • Writing to a film score • Compositional skills • Understanding chord sequences • Screen/ real life timing • Diegetic and non diegetic sound • Sequencing software • Full use of keyboard sounds <p>Unit 6: Cuban Music</p> <ul style="list-style-type: none"> • History/Geog • Conga and Tumbao • Ukulele technique • 2-3, 3-2 clave • Polyrhythms and ensemble skills • Simple chord voicing on keyboards for <i>Chan Chan</i>
Assessment	<p>Unit 1: Whole class ensemble performances. Formative testing through small group work</p> <p>Unit 2: Group performance, evaluation</p>	<p>Unit 3: Drumming performance. Melody writing</p> <p>Unit 4: Performance evaluation + Compositions</p>	<p>Unit 5: Rhythmic and vocal small group performances. Whole class performance</p> <p>Unit 6: Questioning, composition, performance and evaluation</p>



Curriculum Plan – 2024-25

Subject: ICT
Exam Board: Cambridge

Year: 10
Syllabus Code: 0417

	Term 1	Term 2	Term 3
Content	<p>Types and components of computer systems</p> <ul style="list-style-type: none"> - Hardware and software - Main components of computer systems - Operating systems - Types of computers - Emerging technologies <p>File management</p> <ul style="list-style-type: none"> - Manage files effectively - Reduce file sizes for storage/transmission <p>Audience</p> <ul style="list-style-type: none"> - Audience appreciation - Copyright <p>Presentations</p> <ul style="list-style-type: none"> - Create a presentation - Use a master slide - Edit a presentation - Output a presentation 	<p>Input and output devices</p> <ul style="list-style-type: none"> - Input devices and their uses - Direct data entry devices - Output devices and their uses <p>Storage devices and media</p> <ul style="list-style-type: none"> - Magnetic media and storage devices - Optical media and storage devices - Solid state media and storage devices - The future of storage devices <p>Spreadsheets</p> <ul style="list-style-type: none"> - Create a data model - Manipulate data - Present data <p>Graphs and charts</p> <ul style="list-style-type: none"> - Chart types - Create a chart - Label a chart - Use secondary axes 	<p>ICT applications</p> <ul style="list-style-type: none"> - Communication - Modelling - Computer controlled systems - School management systems - Booking systems - Banking systems - Medicine - Expert systems - Retail - Recognition systems - Satellites <p>Layout</p> <ul style="list-style-type: none"> - Create or edit a document - Tables - Headers and footers <p>Document production</p> <ul style="list-style-type: none"> - Layout - Formatting
Assessment	End of topic tests	End of topic tests	End of topic tests Mock exam



Curriculum Plan – 2024-25

Subject: Mathematics
Exam Board: Edexcel

Year: 10
Syllabus Code: 4MA1

	Term 1	Term 2	Term 3
Content	Number 1 Algebra 1 Graphs 1 Shape and Space 1 Sets Number 2 Algebra 2 Graphs 2 Shape and Space 2 Handling Data	Number 3 Algebra 3 Graphs 3 Shape and Space 3 Handling Data 2 Number 4 Algebra 4 Graphs 4 Shape and Space 4	Handling Data 3 Number 5 Algebra 5 Graphs 5 Shape and Space 5 Handling Data 4 Project
Assessment	End of topic assessments and an end of year test	End of topic assessments and an end of year test	End of topic assessments and an end of year test



Curriculum Plan – 2024-25

Subject: Music
Exam Board: Cambridge

Year: 10
Syllabus Code: 0410

	Term 1	Term 2	Term 3
Content	<p>The students will be introduced to the iGCSE Cambridge Music course and understand the assessment criteria and its requirements. Students will begin to select and rehearse their performance pieces (A02) based on the grading criteria, they will then begin to start weekly practice on these and target areas for improvement.</p> <p>A01 Listening exam skills will be intermittently refreshed and revised.</p> <p>A03 Composition coursework will be checked and developed on a regular basis</p>	<p>Students will focus directly on weaker elements of their individual preparation.</p> <p>All students will continue to work on their individual and ensemble performance pieces, with weekly mock presentations</p> <p>A03 Compositions should be complete within first half of term.</p> <p>A01 Listening exam skills will be intermittently refreshed and revised.</p>	<p>Revision and completion of all assessment criteria:</p> <p>A01 Listening Aural awareness, perception and discrimination in relation to Western music. Identifying and commenting on a range of music from cultures in different countries. Knowledge and understanding of one World Focus from a non-Western culture and one Western Set Work.</p> <p>A02 Performing • Technical competence on one or more instruments. • Interpretative understanding of the music performed.</p> <p>A03 Composing • Discrimination and imagination in free composition. • Notation, using staff notation and, if appropriate, other suitable systems.</p>
Assessment	A01, A02, A03 skills assessed	A01, A02, A03 skills assessed	A01, A02, A03 skills assessed



Curriculum Plan – 2024-25

Subject: IGCSE 1st Language Chinese
Exam Board: Cambridge

Year: Y 10
Syllabus Code: 0509

	Term 1	Term 2	Term 3
Content	<p>谁言寸草心</p> <p>此心安处是吾乡</p> <p>千古风流人物</p> <p>每个主题下包括： 描写与叙述 议论与讨论 指导写作及文言文</p>	<p>只缘身在此山中</p> <p>每个主题下包括： 描写与叙述 议论与讨论 指导写作及文言文</p>	<p>格物致知</p> <p>诸子百家</p> <p>每个主题下包括： 描写与叙述 议论与讨论 指导写作及文言文</p>
Assessment	<p>单元练习</p> <p>总结性综合考试</p>	<p>单元练习</p>	<p>单元练习</p> <p>总结性综合考试</p>



Curriculum Plan – 2024-25

Subject: Mandarin as a Foreign Language
Exam Board: Cambridge

Year: 10
Syllabus Code: 0547

	Term 1	Term 2	Term 3
Content	<ul style="list-style-type: none"> Greetings and introductions Family and pets Everyday life Hobbies Eating and drinking Health and fitness Home life Clothes Shopping Living environment School routine School facilities 	<ul style="list-style-type: none"> Chinese New Year and Chinese festivals Weather and climate Transportation Travel experience Planning a trip Public service and customs 	<ul style="list-style-type: none"> Work experience Applying for a job Future education and career plans Interview Chinese celebrities Technology and social media Learning Chinese as a foreign language Saving the planet
Assessment	<p>Formative assessment on each topic.</p> <p>Summative assessment on topics in Term 1</p>	<p>Formative assessment on each topic</p>	<p>Formative assessment on each topic</p> <p>Summative assessment on all the topics learned this year.</p>



Curriculum Plan – 2024-25

Subject: Physics
Exam Board: CIE

Year: 10
Syllabus Code: 0625

	Term 1	Term 2	Term 3
Content	Physical quantities and units General physics 1.1 Length and time 1.2 Motion 1.3 Mass and weight 1.4 Density Forces 1.5.1 Effects of forces Thermal physics 1.5.2 Turning effect 1.5.3 Conditions for equilibrium 1.5.4 Centre of mass 1.5.5 Scalars and vectors 1.6 Momentum 1.8 Pressure	Work, energy and power 1.7.1 Energy 1.7.2 Energy resources 1.7.3 Work 1.7.4 Power Thermal Physics 2.1 Simple kinetic molecular model of matter 2.1.1 States of matter 2.1.2 Molecular mode 2.1.3 Evaporation 2.1.4 Pressure changes 2.2.1 Thermal expansion of solids, liquids and gases 2.2.2 Measurement of temperature 2.2.3 Thermal capacity (heat capacity) 2.2.4 Melting and boiling 2.3.1 Conduction 2.3.2 Convection 2.3.3 Radiation 2.3.4 Consequences of energy transfer	Properties of waves, including light and sound 3.1 General wave properties 3.2.1 Reflection of light 3.2.2 Refraction of light 3.2.3 Thin converging lens 3.2.4 Dispersion of light 3.3 Electromagnetic spectrum 3.4 Sound
Assessment	End of Unit assessments. End of Term Examination. Practical Investigations.	End of Unit assessments. End of Term Examination. Practical Investigations.	End of Unit assessments. End of Year Examination. Practical Investigations.



Curriculum Plan – 2024-25

Subject: Art

Year: 10

	Term 1	Term 2	Term 3
Content	<p>The students will be introduced to the IGCSE Art & Design course and understand the assessment criteria and its requirements.</p> <p>Students will begin to select and rehearse their performance pieces based on the grading criteria, they will then begin to start weekly practice on these and target areas for improvement.</p>	<p>Students will continue to develop their compositions, become more familiar with the Set Works and continue to improve their performances, ready for recording.</p> <p>The Five Assessment Objectives (AO) re: AO1 -Gathering, recording, research, and investigation AO2 – Exploration and development of ideas AO3 – Organisation and relationships of visual and/or other forms AO4-Selection and control of materials, media and processes AO5 – Personal vision and presentation</p>	<p>Students will continue to develop coursework through a variety of dry and wet media and mixed media based on their theme of Expressive Portraits. Students will have a full body of Portfolio work to meet the following IGCSE Assessment Objectives (AO): AO1 -Gathering, recording, research, and investigation; AO2 – Exploration and development of ideas; AO3 – Organisation and relationships of visual and/or other forms; AO4-Selection and control of materials, media and processes; AO5 – Personal vision and presentation.</p>
Assessment	AO1, AO2, AO3 skills assessed	AO1, AO2, AO3 skills assessed	AO2, AO3 skills assessed



Curriculum Plan – 2024-25

Academic Year 2024-25:

Subject: IGCSE Business Studies
Exam Board: CIE Cambridge

Year: 10
Syllabus Code: 0450

	Term 1	Term 2	Term 3
Content	<p>1 Understanding business activity</p> <ul style="list-style-type: none"> • Business Activity • Classification of businesses • Enterprise, business growth and size • Types of business organization • Business objectives and stakeholder objectives 	<p>2 People in business</p> <ul style="list-style-type: none"> • Motivating employees • Organisation and management • Recruitment, selection, and training of employees • Internal and external communication 	<p>3 Marketing</p> <ul style="list-style-type: none"> • Marketing, competition, and the customer • Market research • Marketing mix • Marketing strategy
Assessment	<ul style="list-style-type: none"> • Exam Style Questions • End of Unit Tests • Presentations 	<ul style="list-style-type: none"> • Exam Style Questions • Mock • Presentations 	<ul style="list-style-type: none"> • Exam Style Questions • Final Mock • Presentations



Curriculum Plan – 2024-25

Subject: IGCSE Chemistry

Year: 10

Exam Board: Cambridge International Examinations (CIE)

Syllabus Code: 0620

	Term 1	Term 2	Term 3
Content	<p>States of matter Solids, liquids and gases Diffusion</p> <p>Chemistry of the environment Water Air quality and climate</p> <p>Experimental Techniques and chemical analysis Experimental design Chromatography Separation and purification Preparation of Salts Identification of ions and gases</p> <p>Atoms, elements and compounds Elements, compounds and mixtures Atomic structure and the Periodic Table Isotopes Ions and ionic bonds Simple molecules and covalent bonds Giant covalent structures Metallic bonding</p>	<p>The Periodic Table Arrangement of elements Group I properties Group VII properties Transition elements Noble gases</p> <p>Metals Properties of metals Uses of metals Alloys and their properties Reactivity series Corrosion of metals Extraction of metals</p>	<p>Acids, bases and salts The characteristic properties of acids and bases Oxides Preparation of salts</p> <p>Chemical energetics Exothermic and endothermic reactions</p>
Assessment	<p>End of Unit Tests, Exam based questions Practice Papers</p>	<p>End of Unit Tests, Exam based questions Practice Papers</p>	<p>End of Unit Tests, Exam based questions Practice Papers</p>



Curriculum Plan – 2024-25

Subject: Geography
Exam Board: Cambridge

Year: 10
Syllabus Code: 0460

	Term 1	Term 2	Term 3
Content	<p>Population</p> <ul style="list-style-type: none"> Population dynamics Case study – underpopulated/overpopulated The main causes of a change in population size Reasons for contrasting rates of natural population change Case study population growth and decline Population policies <p>Migration</p> <ul style="list-style-type: none"> Reasons for population migration The impacts of migration Case study of an international migration Implications of different types of population structure Factors influencing the density and distribution of population 	<p>Earthquakes and Volcanoes</p> <ul style="list-style-type: none"> Types and features Distribution Causes and effects Hazards and opportunities Reducing the impact Case studies of both <p>Rivers</p> <ul style="list-style-type: none"> Hydrological characteristics and processes Eroding, transporting and depositing Formation of the landforms Rivers present hazards and offer opportunities Manage the impacts of river flooding Case study <p>Coasts</p> <ul style="list-style-type: none"> Coasts: eroding, transporting and depositing Formation of the landforms Coral reefs and mangrove swamps Hazards and opportunities Managing Impacts coastal erosion 	<p>Weather and climate</p> <ul style="list-style-type: none"> How weather data is collected Use and interpret graphs and other diagrams Describing and explaining climatic variance Plant and animal adaptations in a tropical rainforest and hot desert Understanding the challenges of deforestation and desertification Case studies: hot desert and a tropical rainforest



	<ul style="list-style-type: none"> • The rapid increase in the world's population • Problems of urban areas, causes and solutions <p>Settlement</p> <ul style="list-style-type: none"> • Patterns of settlement • Factors which may influence the sites, growth and functions of settlements • Reasons for the hierarchy of settlements and services • Reasons for the characteristics of land use in urban areas • Reasons for changes in land use in urban areas • Reasons for rapid urban growth • Impacts of urban growth on both rural and urban areas, along with possible solutions 		
Assessment	IGCSE past paper questions (Paper 1)	IGCSE past paper questions (Paper 1)	IGCSE past paper questions (Paper 1)



Curriculum Plan – 2024-25

Subject: Spanish
Exam Board: Edexcel

Year: 10
Syllabus Code: 4SP1

	Term 1	Term 2	Term 3
Content	<p>Topic: Personal life and relationships</p> <ul style="list-style-type: none"> • Childhood • Relationships with family and friends • House and home • Daily routine • Helping at home • Role models <p>Grammar: Adjectives and adjectival agreement, possessive adjectives, reflexive verbs, directions verbs, adverbs, adverbial phrases of time, imperfect tense, pluperfect tense, alternatives to the future e.g. hope, intend, would like</p> <p>Skills: Initiative, critical thinking, empathy/perspective taking, adaptive learning, interpersonal skills, problem solving.</p>	<p>Topic: Education and Employment</p> <ul style="list-style-type: none"> • School life and routine • School rules • Pressures at school • School trips • School events • Work and careers • Volunteering • Future plans • School exchanges <p>Grammar: Giving opinions, modals in the present tense, superlative tense, relative pronouns, infinitive clauses, future tense with appropriate verbs.</p> <p>Skills: Critical thinking, communication, teamwork, collaboration, co-operation Responsibility, self-presentation.</p>	<p>Topic: Social activities, fitness and health</p> <ul style="list-style-type: none"> • Hobbies and interests • Sports and exercise • Special Occasions • Shopping and money matters • Accidents, injuries, common ailments • Healthy eating • Food and drink <p>Grammar: Revision of verbs in the imperfect, demonstrative pronouns, qualifiers and intensifiers, impersonal verbs, pluperfect, conditional, and revision of other tenses.</p> <p>Skills: Critical thinking, communication, problem solving, teamwork, collaboration, ethics.</p>
Assessment	End of term listening and reading papers	End of term IGCSE past paper.	End of term IGCSE past paper.



Curriculum Plan 2024-2025

Subject: Physical Education

Year: 10/11

<u>Year Group</u>	<u>Term 1</u>	<u>Term 2</u>	<u>Term 3</u>
<u>10 & 11</u>	<p><u>Block 1</u> <u>Invasion Games</u> Sports could include Football, Basketball, Netball and Hockey.</p> <ul style="list-style-type: none"> • Passing/Receiving. • Dribbling. • Shooting. • Tactical Awareness. • Match Fitness. • Rules and Regulations. • Gameplay. <p><u>Block 2</u> <u>Health Related Exercise</u></p> <ul style="list-style-type: none"> • Fitness Testing (Circuit Training/Continuous Training/Multi Stage Fitness Testing). • Muscles/Bones. • Components of Fitness. • Skill Related Fitness. • Knowledge and understanding. 	<p><u>Block 3</u> <u>Swimming</u></p> <ul style="list-style-type: none"> • Water Safety/Evaluation (Treading Water for different lengths of time). • Entry and Exit (Seated Dive/Crouch Dive/Standing Dive). • Water Skills (Push and Glide/Skull Diving/Retrieving Objects under water). • Swimming Stokes (Freestyle/Front Crawl/Back Stroke/Butterfly). <p><u>Block 4</u> <u>Net/Wall</u></p> <ul style="list-style-type: none"> • Racket Shot Techniques. • Movement and positioning on the court. • Tactical Awareness. • Rules and Regulations. • Match Fitness. • Singles and Doubles Gameplay. 	<p><u>Block 5</u> <u>Athletics</u></p> <ul style="list-style-type: none"> • Running Events – 100m/200m/400m/1500m. • Jumping Events – Long Jump/Triple Jump/High Jump. • Throwing Events – Javelin/Discus/Shot Putt. <p><u>Block 6</u> <u>Striking and Fielding</u></p> <ul style="list-style-type: none"> • Throwing/Catching/Bowling. • Batting. • Fielding. • Tactical Awareness. • Rules and Regulations. • Team/Social Building. • Match Fitness. • Gameplay.
<u>Assessment</u>	Teacher Observations. Peer-Assessment. Self-Assessment. Video Analysis.	Teacher Observations. Peer-Assessment. Self-Assessment. Video Analysis.	Teacher Observations. Peer-Assessment. Self-Assessment. Video Analysis.