



Curriculum Plan – 2024-25

Subject: Mathematics

Year: 7

	Term 1	Term 2	Term 3
Content	<p>Numbers and the Number system</p> <p>Counting and Comparing</p> <p>Calculating</p> <p>Visualising and constructing</p> <p>Properties of shapes</p> <p>Algebraic Proficiency</p> <p>Exploring fractions, decimals and percentages</p> <p>Proportional reasoning</p> <p>Sequences</p>	<p>Investigating angles</p> <p>Calculating fractions, decimals and percentages</p> <p>Equations and Inequalities</p> <p>Calculating Space</p> <p>Approximation and estimating</p>	<p>Mathematical movement</p> <p>Presentation of data</p> <p>Measuring Data</p> <p>Project</p>
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: English

Year: 7

	Term 1	Term 2	Term 3
Content	<p>Grammar Revision This will be embedded within the introductory work for the Myth and Legends topic and will cover a broad range.</p> <p>Myths and Legends (Creative Writing & Analysis)</p> <p>Students study a wide range of myths and legends from multiple mythologies, including Greco-Roman, Anglo-Saxon, and Norse. The focus is creative writing at an expositional level and the development of language, as well as analysis</p> <ul style="list-style-type: none"> - Narrative (story) writing - Descriptive writing - Use of language devices (metaphor; simile; personification; alliteration; powerful verbs; epithet, kenning) - Sentencing and punctuation (embedded clause; semi-colon, etc.) - Whole text structure - Setting - Characterisation <ul style="list-style-type: none"> - Reading comprehension - Language analysis - Analysis construction - Language device focus - Summary writing 	<p>Holes</p> <p>Students study a novel in depth and focus on their reading comprehension and reading analysis. This is supplemented by creative writing tasks, transactional writing tasks, discursive writing tasks, and thematic debates to explore moralistic issues.</p> <ul style="list-style-type: none"> - Whole text analysis - Theme identification and analysis - Single word analysis - Debate - Creative writing - Analytical paragraph writing - Reading comprehension - Language analysis - Analysis construction - Language device focus - Summary writing 	<p>Romeo and Juliet</p> <p>Students conclude their year with the study of Shakespeare's 'Romeo and Juliet'. There will be a drama and language analysis focus to their study, which is further supplemented by creative writing tasks, transactional writing tasks, and discursive writing tasks.</p> <ul style="list-style-type: none"> - Whole text analysis - Theme identification and analysis - Single word analysis - Debate - Multiple interpretations - Analytical paragraph writing - Reading comprehension - Language analysis - Analysis construction - Language device focus - Summary writing
Assessment	<p>End of Term Test/Mock exams Multiple Choice Quizzes Extended Writing</p>	<p>End of Term Test/Mock exams Multiple Choice Quizzes Extended Writing</p>	<p>End of Term Test/Mock exams Multiple Choice Quizzes Extended Writing</p>



Curriculum Plan – 2024-25

Subject: Mandarin

Year: Y7 Native

	Term 1	Term 2	Term 3
Content	<p>散文</p> <p>《草原》 《丁香结》 《文言文二则》 《竹节人》 《宇宙生命之谜》 《穷人》 《盼》 《夏日里的成长》 《月光曲》 《京剧趣谈》</p> <p>经典文学 《红楼梦》上</p>	<p>《北京的春节》 《腊八粥》 《藏戏》 《文言文二则》 《匆匆》 《那个星期天》</p> <p>经典文学 《红楼梦》中</p>	<p>《真理诞生于一百个问号之后》 《表里的生物》 《他们那时候多有趣》 《只有一个地球》 《青山不老》 《我的伯父鲁迅》 《有的人》</p> <p>经典文学 《红楼梦》下</p>
Assessment	<p>单元练习</p> <p>总结性综合考试</p>	<p>单元练习</p> <p>总结性综合考试</p>	<p>单元练习</p> <p>总结性综合考试</p>



Curriculum Plan – 2024-25

Subject: Mandarin Level1

Year: Y6&7

	Term 1	Term 2	Term 3
Content	Revision: Pinyin Revision: Numbers and Basic strokes Revision: Greetings and dates Age Telephone Numbers Family members Self-introduction Occupations	Chinese New Year Time expression Daily routines Means of Transportation	Colours Clothing Body parts Countries, Languages Dragon Boat Festival
Assessment	Formative assessment on each topic. Summative assessment on topics in Term 1.	Formative assessment on each topic Summative assessment on topics in Term 2.	Formative assessment on each topic. Summative assessment on all the topics learned this year.



Curriculum Plan – 2024-25

Subject: Mandarin

Year: 6&7 level 3

	Term 1	Term 2	Term 3
Content	<p>Topic 1: Appearance-Book3</p> <p>Mid-Autumn Festival</p> <p>Appearance-Book4</p> <p>Topic 2: Occupations-Book3 Occupations -Book4</p> <p>Revision</p>	<p>Chinese New Year</p> <p>Topic 2: Occupations -Book5</p> <p>Topic 3: School-Book3 School-Book4</p> <p>Revision</p>	<p>Topic 3: School-Book4</p> <p>Topic 4: Personality-Book4</p> <p>Dragon Boat Festival</p> <p>Revision</p>
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>Summative assessment on topics in Term 2.</p>	<p>Formative assessment on each topic.</p> <p>Summative assessment on all the topics learned this year.</p>



Curriculum Plan – 2024-25

Subject: Mandarin non-native
Level 4

Year: Y6&7

	Term 1	Term 2	Term 3
Content	Climate Camping Booking Airline Booking Hotel Going to Beijing	Chinese New Year Friends Hobbies	Community Services Party
Assessment	Formative assessment on each topic. Summative assessment on topics in Term 1.	Formative assessment on each topic. Summative assessment on topics in Term 2.	Formative assessment on each topic. Summative assessment on all the topics learned this year.



Curriculum Plan – 2024-25

Subject: History

Year: 7

	Term 1	Term 2	Term 3
Content	<p>Mongol Empire</p> <ul style="list-style-type: none"> • Mongol introduction • Nomadic lifestyle • Temujin • Mongol army • Mongol expansion • Mongols in China • Mongols in Russia • Mongol evaluation • End of the Mongol Empire <p><i>Skills: Establish empathy with historical context, exploring motivations and decision making within a context</i></p>	<p>Women’s Suffrage</p> <ul style="list-style-type: none"> • Women’s rights in the 1800s • Arguments for/against suffrage • Suffragettes and Suffragists • Emily Davison • Women in WW1 • How women gained suffrage • Women’s rights today <p><i>Skills: Analysing continuity and change, exploring motivation, values and decision making within a historical context, analysing significance and cause-consequence relationships.</i></p>	<p>European Colonisation</p> <ul style="list-style-type: none"> • Colonisation • Reasons for European colonisation • Age of Exploration • Colonisation of Americas • Colonisation of Asia • Colonisation of Africa • Effects of colonisation • Colonisation case studies <p><i>Skills: Exploring significance, analysing consequences, identify and analysing change and continuity.</i></p>
Assessment	Multiple-choice tests based on content, and IGCSE style written answers.	Multiple-choice tests based on content, and IGCSE style written answers.	Multiple-choice tests based on content, and IGCSE style written answers.



Curriculum Plan – 2024-25

Subject: ICT

Year: 7

	Term 1	Term 2	Term 3
Content	<p>Online Safety</p> <ul style="list-style-type: none"> - Social Media <p>Unit: Communication and Hardware</p> <p>Topic: Computer Networks</p> <ul style="list-style-type: none"> - Network hardware - Need for connections - The internet <p>Unit: Media</p> <p>Topic: 3D Modelling</p> <ul style="list-style-type: none"> - Planning and Design - TinkerCad - Evaluation 	<p>Unit: Coding (1)</p> <p>Topic: Computational Thinking</p> <ul style="list-style-type: none"> - Decomposition - Abstraction - Pattern Recognition <p>Unit: Cross-Curricular Project</p> <p>Topic: Clear messaging in digital media</p> <ul style="list-style-type: none"> - Audience - Graphic design - Presenting 	<p>Unit: Data</p> <p>Topic: Modelling Data using Spreadsheets</p> <ul style="list-style-type: none"> - Conditional formatting - Graphs and charts <p>Unit: Coding (2)</p> <p>Topic: Games Development</p> <ul style="list-style-type: none"> - Design - Iteration - Event driven programming
Assessment	End of topic tests	End of topic tests	End of topic tests



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: Science

Year: 7

	Term 1	Term 2	Term 3
Content	<p>KS3 Bridging Programme</p> <ul style="list-style-type: none"> • Lab rules and expectations • Lab Safety • Apparatus and glassware • How to use scientific apparatus <p>Cells, Tissues and Organs</p> <ul style="list-style-type: none"> • Organs and Organ Systems • Animal Cells • Plant Cells • The Meaning of Life • Specialized Cells • The Skeleton and Muscles <p>Particles and Reactions</p> <ul style="list-style-type: none"> • Introduction to the periodic table • Solids, Liquids and Gases • Particle Theory • Cooling Curves • Chemical Reactions • Acids and Metals • Acids and Carbonates • Combustion 	<p>Forces and Space</p> <ul style="list-style-type: none"> • Forces • Measuring forces • Bending and Stretching • Friction • Floating and Sinking • Density • The Solar System • Phases of the Moon • Seasons • Eclipses <p>Acids, Alkalis and Solutions</p> <ul style="list-style-type: none"> • Acids and Alkalis • Weak and Strong Acids • Neutralisation • Solutions • Separating Mixtures • Distillation • Solubility 	<p>Reproduction</p> <ul style="list-style-type: none"> • Sexual and Asexual Reproduction • Male and Female Reproductive Systems • Intercourse and Menstruation • Foetal Development • Puberty <p>Electricity and Energy</p> <ul style="list-style-type: none"> • Introduction to Electricity • Conductors and Insulators • Electric Current • Cells, Batteries and Voltage • Series and Parallel Circuits • The Dream House Light Project • Fuels • Fossil Fuels and Renewables • Energy <p>KS3 Anything That Floats Engineering Competition</p>
Assessment	Practical assignments / End of Unit Tests	Practical assignments / Research Tasks / End of Unit Test	Practical assignments / Research Tasks / End of Unit Tests



Curriculum Plan – 2024-25

Subject: Art

Year: 7

	Term 1	Term 2	Term 3
Content	<p>To Investigate The students will investigate the elements of art, through form, shape, colour, texture through a range of appropriate wet and dry media to develop their spatial awareness and organisation of materials. Exploring Art Elements (line and tone) Drawing: Line and Tone Medium: Pencil ? Blind contour observation (Linear drawing) ? Upside down copying technique Understanding pencil grades ? Pencil tonal scale ? Applying tone to drawing (shading) ? Applying tone to drawing (hatching/cross-hatching) ? Developing drawing skills. THEME AND ARTISTS FOCUS The rationale for this unit is that it is a starting point for all pupils to ensure a common base of knowledge throughout KS3. Creating texture through mark making is fundamental to the years development and all subsequent work. It is an important building block for creating their own work and when studying the work of other artists and designers. This unit gives pupils the opportunity to experiment by creating textures, to utilise experiments and look at the world around them. Pupils will make a personal response to the work by using their own photograph or taking their own photograph to recreate in mark making. As an extension task and using their drawings and texture and mark-making knowledge, pupils will begin experimenting with various materials, papers, fabrics, string etc.</p>	<p>To Develop The students will develop their formal skills using media and techniques in order to develop personal ideas in relationship to other artists and cultures. Exploring Art Elements (Shape, colour) Medium: Acrylic paint and tissue collage and ICT (if appropriate) ? Contextual research- ? Studies/pastiche of artwork ? Exploring properties and characteristics of wet medium ? Observational drawings of everyday items ? Developing drawing skills ? Understanding block colour Pupils will work to a theme and will further develop their observational drawing skills. They will concentrate on recreating the textures in their drawings using appropriate media and techniques. Pupils will be introduced to a range of textile techniques with the possibility of using the punching machine to create texture including stitching, layering, fabric manipulation using a variety of materials. They will consider the limitations and potentials of materials to achieve a desired and appropriate effect to intentions. They will analyse and evaluate their own and others work and learn how to present their work to others successfully.</p>	<p>To consolidate The students will consolidate the elements of art and formal skills of drawing, painting, printing and collage in order develop a more complex and personal outcome. Exploring Art Elements (tonal value) Drawing: Line and Tone Medium: Charcoal, Soft Pastel (chalk) ? Contextual research-cave art ? Exploring properties and characteristics of medium ? Observing and applying tonal value (newspaper portrait) ? Lifting-out technique ? Creating self-portrait using colour (tonal value) ? Developing drawing skills Pupils will study the work in terms of subject, how the artist uses colour, line and pattern. They will look at the social and cultural relevance of the work by relating it to design of the sixties and seventies. They will create a final piece in the style of Patrick Caulfield. This will consist of a line drawing of an interior which includes domestic objects (taken from homework drawings) and sections of pattern similar to that in the work of the artist. Pupils will learn about pattern. Key words will be retro, regular and irregular. They will develop their knowledge of colour. It will help to develop special awareness and refine drawing skills.</p>

Britannica International School Shanghai
Curriculum Plan – Year 7



Assessment	Continuous and practical Assessment Baseline assessment Internal taxonomy sheet	Continuous and practical Assessment	Continuous and practical Assessment End of year assessment
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Curriculum Plan – 2024-25

Subject: Geography

Year: 7

	Term 1	Term 2	Term 3
Content	<p>Unit 1: World Issues</p> <ul style="list-style-type: none"> • What are world issues? • Global warming and its effects • Energy consumption • The water problem • Food – too little or too much? • The poverty problem <p>Unit 2: Tourism</p> <ul style="list-style-type: none"> • Features and examples of tourism • Analysis of the growth in tourism • Impact of tourism • Tourist destination life cycle • Environmental impact of tourism • National parks • Kenya case study • Ecotourism 	<p>Unit 3: Hot Deserts</p> <ul style="list-style-type: none"> • Locating the world’s hot deserts • Describing and explaining the climate of a hot desert • Drawing a climate graph for a hot desert • Describing plant and animal adaptations • Understanding human uses of hot deserts • Exploring the nomadic people of the Sahara Desert • Investigating challenges facing the desert 	<p>Unit 4: East Africa</p> <ul style="list-style-type: none"> • Mapping the human and physical features of Africa • Analyzing the major climate zones • Exploring Africa’s key biomes and their threats • Describing the importance of Africa’s natural resources • Mapping the human and physical features of Kenya • Exploring the natural beauty of Kenya • Describing population and economic change over time
Assessment	<p>Evaluating the impacts of different world issues</p> <p>Designing a sustainable approach to tourism</p>	<p>Short and long answer examination questions about hot deserts</p>	<p>Research project on Kenya</p>



Curriculum Plan 2024-2025

Subject: Physical Education

Year: 7

Year Group	Term 1	Term 2	Term 3
<u>7A</u>	<p><u>Block 1</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 2</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 3</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 4</u> <u>Net/Wall</u> Sports could include Badminton and Tennis.</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>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 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.



<p>7B</p>	<p>Block 1 Athletics</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>Block 2 Swimming</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>Block 3 Invasion Games</p> <p>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>Block 4 Striking and Fielding</p> <ul style="list-style-type: none"> • Throwing/Catching/Bowling. • Batting. • Fielding. • Tactical Awareness. • Rules and Regulations. • Team/Social Building. • Match Fitness. • Gameplay. 	<p>Block 5 Net/Wall</p> <p>Sports could include Badminton and Tennis.</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>Block 6 Health Related Exercise</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>Assessment</p>	<p>Teacher Observations. Peer-Assessment. Self-Assessment. Video Analysis.</p>	<p>Teacher Observations. Peer-Assessment. Self-Assessment. Video Analysis.</p>	<p>Teacher Observations. Peer-Assessment. Self-Assessment. Video Analysis.</p>



Curriculum Plan – 2024-25

Subject: Spanish

Year: 7

	Term 1	Term 2	Term 3
Content	<p>Topic: My routines</p> <p>Subtopics: Hobbies School Helping at home</p> <p>Grammar: Present (revision) and future tenses (I/you/we).* <i>*Extension: irregular verbs + I, you, he, she, we, you, they forms of regular verbs.</i></p> <p>Skills: Describing and reflecting on routines and likes/dislikes.</p>	<p>Topic: My city</p> <p>Subtopics: Places in the city and activities Ideal city</p> <p>Grammar: Future (revision) and conditional tenses.* <i>*Extension: irregular verbs + I, you, he, she, we, you, they forms of regular verbs.</i></p> <p>Skills: Analysing situations and describing</p>	<p>Topic: My summer holidays</p> <p>Subtopics: Places to go Activities to do on holiday</p> <p>Grammar: Using present and future together and prepositions to, from, in, at, on, during</p> <p>Skills: Describing situations both orally and in written form</p>
Assessment	End of term speaking and reading tests.	End of topic listening test.	End of term speaking and writing tests.