

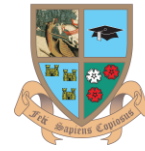


Curriculum Plan – 2024-25

Subject: Mathematics

Year: 8

	Term 1	Term 2	Term 3
Content	Numbers and the number system Calculating Visualising and Constructing Algebraic Proficiency Understanding Risk Decimals, Fractions and Percentages Proportional Reasoning	Patterns Equations and Inequalities Investigating Angles Decimals, Fractions and Percentages Understanding Risk II	Calculating Space Algebraic Proficiency II Presenting and Measuring Data Project
Assessment	End of topic assessments and an end of term test	End of topic assessments and an end of term test	End of topic assessments, Project and an end of year test



Curriculum Plan – 2024-25

Subject: Y8 Mandarin Native

Year: Y8

	Term 1	Term 2	Term 3
Content	<ul style="list-style-type: none">• 《皇帝的新装》• 《秋天的怀念》• 《散步》• 《世说新语》二则• 《猫》• 《狼》• 《阿长与山海经》• 《老王》	<ul style="list-style-type: none">• 《诫子书》• 《论语十二章》• 《文言文二则》• 《新年活动》• 《春》• 《济南的冬天》• 《短文两篇》• 《紫藤萝瀑布》	<ul style="list-style-type: none">• 《木兰诗》• 《孙权劝学》• 《卖油翁》• 《从百草园到三味书屋》• 《带上她的眼睛》• 《伟大的悲剧》• 《活版》
Assessment	单元练习 总结性综合考试	单元练习	单元练习 总结性综合考试



Curriculum Plan – 2024-25

Subject: Mandarin Non-native Level1

Year: Y8-Y9

	Term 1	Term 2	Term 3
Content	Pinyin Numbers and Basic strokes Greetings and dates Age Telephone Numbers Family members Self-introduction	Chinese New Year Occupations Time expression Daily routines	Means of Transportation Colours Clothing Body parts 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: 8&9 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: Y8&9

	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.

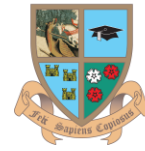


Curriculum Plan – 2024-25

Subject: English

Year: 8

	Term 1	Term 2	Term 3
Content	<p>Refugee Crisis/Poetry from other cultures:</p> <ul style="list-style-type: none"> • Definitions- culture, immigrant, refugee, persecution, asylum, xenophobia, connotations, denotations, stanza, quatrains • The story of multiculturalism – why and when people moved in large waves to new countries • Literary and Rhetoric devices (PERSUADER) • Poetic devices • Conventions of a diary, formal letter, informal letter, newspaper article, speeches <p>Reading:</p> <ul style="list-style-type: none"> • Read for key information • Summarise key information • Identify poetic conventions and devices • Give a viewpoint on a poem through a thesis statement which includes a 	<p>The Woman in Black</p> <ul style="list-style-type: none"> • Definitions- conventions, superstitions, • Conventions of the Gothic genre • History and origins of the Gothic • What an unreliable narrator is • Juxtaposition of setting and story in the horror genre • How writers create atmosphere and mood • How writers use characterization, foreshadowing and pathetic fallacy • How writers create tension • Literary devices: pathetic fallacy, semantic field • Key conventions of a gothic character <p>Reading:</p> <ul style="list-style-type: none"> • Identify a range of literary devices • Analyse multiple connotations of key words and phrases 	<p>A View from the Bridge</p> <ul style="list-style-type: none"> • Definitions- playwright, context, dramatic features (plot, characters, antagonist, protagonist, fourth wall, setting, stage directions, dialogue, soliloquy, monologue, scenic arrangements, conflict, dramatic irony, immigration • Tragedy genre and its conventions • Principles and components of Greek tragedy • Characterisation • Themes and supporting quotations • Making inferences and supporting them with textual references <p>Reading</p> <ul style="list-style-type: none"> • Identify a range of literary devices • Analyse connotations of key words and phrases • Apply contextual knowledge to analysis • Use evidence clearly to support point



	<ul style="list-style-type: none"> comment on both the poet and the speaker Approach a poem and deconstruct it through specific methods <p>Writing:</p> <ul style="list-style-type: none"> Deliver an oral speech using effective speaking techniques Write for a range of genres and audiences Use rhetoric and literary devices in writing Use a range of sentence openers and multi-clause sentences 	<ul style="list-style-type: none"> Use multiple pieces of evidence clearly to support point Give a viewpoint through a clear thesis statement which links to a gothic convention Comment on reader emotions Explode quotations to extract literary devices and connotations <p>Writing</p> <ul style="list-style-type: none"> Create a gothic companion Create a description with a gothic atmosphere Write a book review Use a range of gothic adjectives and verbs Use short sentences for tension 	<ul style="list-style-type: none"> Give a viewpoint through a clear thesis statement Comment on reader emotions in different time periods Discuss multiple interpretations <p>Writing</p> <ul style="list-style-type: none"> Create fact file Letter Writing to demonstrate understanding of contextual information Analysis of contextual influences in drama Comment on the characterization of characters and the effectiveness of each Role on the wall Diary writing in role of characters
<p>Assessment</p>	<ul style="list-style-type: none"> MCQ Extended writing End of unit assessment 	<ul style="list-style-type: none"> MCQ Extended writing End of unit assessment 	<ul style="list-style-type: none"> MCQ Extended writing End of unit assessment



Curriculum Plan – 2024-25

Subject: History

Year: 8

	Term 1	Term 2	Term 3
Content	<p>Black Death</p> <ul style="list-style-type: none"> • Life and Health in the 14th Century • The spread of the Black Death 1348 • Life and Death during the Black Death 1348 • Responses to the Black Death • Impact of the Black Death • The Peasants Revolt 1381 • Plague Doctors • The Great Plague of London, 1668 • End of the Black Death <p><i>Skills: Analysing change and continuity over time, exploring significance of events in History and their consequences.</i></p>	<p>Russian Revolution</p> <ul style="list-style-type: none"> • Life in Tsarist Russia • The 1905 Revolution • Rasputin • World War One and its impact on Russia • The February Revolution • The Provisional Government • The July Days and the Kornilov Affair • The October Revolution • Why was the Bolshevik revolution successful? • Russian Civil War <p><i>Skills: Analysing causes and consequences, evaluating significance of events and individuals.</i></p>	<p>Atlantic Slave Trade</p> <ul style="list-style-type: none"> • African slave trade • Reasons for slavery • Middle Passage • Slave Auctions • Plantations • Resistance to slavery • End of the Atlantic slave trade <p><i>Skills: Exploring continuity and change over time, analysing values, beliefs and decision making across historical contexts, evaluating similarities and differences between contexts.</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: 8

	Term 1	Term 2	Term 3
Content	<p>Online Safety</p> <ul style="list-style-type: none"> - Digital Footprint <p>Unit: Communication and Hardware</p> <p>Topic: Layers of computing</p> <ul style="list-style-type: none"> - Computer architecture - Hardware - Networks <p>Unit: Media</p> <p>Topic: Vector graphics</p> <ul style="list-style-type: none"> - Layers and decomposition - Logo design 	<p>Unit: Coding (1)</p> <p>Topic: Mobile App Development</p> <ul style="list-style-type: none"> - Java - Project Development Life Cycle <p>Unit: Cross-Curricular Project</p> <p>Topic: Web App Development</p> <ul style="list-style-type: none"> - HTML - CSS 	<p>Unit: Data</p> <p>Topic: Representing numbers and text</p> <ul style="list-style-type: none"> - Binary numbers - ASCII - Code breaking <p>Unit: Coding (2)</p> <p>Topic: Python (Text based)</p> <ul style="list-style-type: none"> - Error detection and correction - Syntax
Assessment	End of topic tests	End of topic tests	End of topic tests



Curriculum Plan – 2024-25

Subject: Music
Exam Board: N/A

Year: 8
Syllabus Code: N/A

	Term 1	Term 2	Term 3
Content	<p>Unit 1: Roots Reggae Music</p> <ul style="list-style-type: none"> • History/Geog • One-drop drumbeat • Reggae bass guitar • Off-beat chords • Swing vs. straight • Organ bubble • Ensemble skills • Class performance <p>Unit 2: British Folk Traditions</p> <ul style="list-style-type: none"> • Culture, History, Geography • Tin Whistle • Oral tradition • Celtic music • English song • Influences from the continent • Small group performances 	<p>Unit 3: Minimalism</p> <ul style="list-style-type: none"> • Repetition/ostinati • Composing with limitation • Unusual instruments • Gradual sectional shift • Classic works • Minimalism in electronic music • Drones/ tape loops • Composition project <p>Unit 2: Variation</p> <ul style="list-style-type: none"> • Melodic, Rhythmic, Harmonic variation • Listening exercises w/ Western Art music focus • Analysis: <i>Ah vous dirai-je, Maman</i> • Composition task: vary 8 bars of source material 	<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 sound • Using sequencing software • Full use of keyboard sounds <p>Unit 6: 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 •
Assessment	<p>Unit 1: Whole class ensemble performances. Formative testing through small group work</p> <p>Unit 2: Composition. performance, evaluation</p>	<p>Unit 3: Composition evaluation</p> <p>Unit 4: Performance evaluation + Compositions</p>	<p>Unit 5: Small group performances. Whole class performance</p> <p>Unit 6: Questioning, composition, performance and evaluation</p>



Curriculum Plan – 2024-25

Subject: Science

Year: 8

	Term 1	Term 2	Term 3
Content	<p>Body Systems</p> <ul style="list-style-type: none"> • Digestive System • What's in our Food? • Circulatory System • Respiration <p>Atoms and Particles</p> <ul style="list-style-type: none"> • Atoms, Elements and Compounds • The Periodic Table • The Modern Periodic Table • Compounds and Chemical Reactions • Mixtures • Changing State 	<p>Light and Sounds</p> <ul style="list-style-type: none"> • Straight-Line Light • Materials • Mirrors • Refraction • The Visible Spectrum • Seeing Sounds • How Sound Travels <p>Heat and Magnetism</p> <ul style="list-style-type: none"> • Heat • Warming up and Cooling Down • Conduction and Insulation • Expansion and Contraction • Convection and Radiation • Magnets and Magnetic Forces • Electromagnets 	<p>Ecology</p> <ul style="list-style-type: none"> • Interdependence • Photosynthesis • Plant Adaptations • Food Chains, Webs and Pyramids • Bioaccumulation • Habitats • Habitat Change <p>Rocks</p> <ul style="list-style-type: none"> • Sedimentary, Igneous and Metamorphic rocks • The Rock Cycle • Weathering <p>KS3 Anything That Floats Engineering Competition</p>
Assessment	<p>Practical assignments / Mid-unit assessments / End of Unit Tests</p>	<p>Practical assignments / Mid-unit assessments / End of Unit Test</p>	<p>Practical assignments / Mid-unit assessments / Research Tasks / End of Unit Tests</p>



Curriculum Plan – 2024-25

Subject: Geography

Year: 8

	Term 1	Term 2	Term 3
Content	<p>Unit 1: Oceans</p> <ul style="list-style-type: none"> The Water Cycle Features of the Ocean Ocean Currents Oil Spills Overfishing Plastic Pollution Cleaning up the Ocean <p>Unit 2: Population</p> <ul style="list-style-type: none"> Causes of population growth Population distribution graphs Factors affecting population locations Migrations and its consequences History and population Population and settlement 	<p>Unit 3: Weather and Climate</p> <ul style="list-style-type: none"> Weather and climate Clouds and rainfall Air pressure Air masses Storms and depressions Climate Factors affecting climate <p>Unit 4: Rivers</p> <ul style="list-style-type: none"> The water cycle River features – upper course River features – middle and lower course Long profile in the upper course Meanders and oxbow lakes V-shaped valleys and interlocking spurs Waterfalls River flooding Humans and river flooding 	<p>Unit 5: Sustainability</p> <ul style="list-style-type: none"> What are the Sustainable Development Goals? Causes and impacts of global warming Describing ways to live more sustainable lives Evaluating the use of different sources of energy Understanding the issues caused by fast fashion
Assessment	<p>Evaluating the human impacts on the ocean environment</p> <p>Short answer questions on population change and challenges</p>	<p>Weather fieldwork investigation report</p> <p>Case study question on a flooding event</p>	<p>Assessing the importance and challenges of sustainable living</p>



Curriculum Plan – 2024-25

Subject: Spanish

Year: 8

	Term 1	Term 2	Term 3
Content	<p>Topic: My studies</p> <p>Subtopics: Secondary School Vs Primary school Facilities</p> <p>Grammar: Present and past imperfect tenses (I/you/we).* <i>*Extension: irregular verbs + I, you, he, she, we, you, they forms of regular verbs.</i></p> <p>Skills: Critical thinking and describing.</p>	<p>Topic: Future</p> <p>Subtopics: Aspirations and hopes</p> <p>Grammar: Present, future and conditional (I/you/we).* <i>*Extension: irregular verbs + I, you, he, she, we, you, they forms of regular verbs.</i></p> <p>Skills: Expressing opinions and wishes.</p>	<p>Topic: My world</p> <p>Subtopics: Home City Places to go on holiday</p> <p>Grammar: All three 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 critical thinking.</p>
Assessment	End of term speaking and reading tests.	End of topic listening test.	End of term speaking and writing tests.



Curriculum Plan 2024-25

Subject: Art

Year: 8

	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.</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 8



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 2024-2025

Subject: Physical Education

Year: 8 and 9

Year Group	Term 1	Term 2	Term 3
<u>8 and 9</u>	<p><u>Block 1</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 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>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 5</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 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.