



Curriculum Plan – 2025-26

Subject: Art

	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</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</p>	<p>To consolidate The students will consolidate the elements of art and formal skills of drawing, painting, printing and collage in order to 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</p>
Assessment	<p>Continuous and practical Assessment Baseline assessment Internal taxonomy sheet</p>	<p>Continuous and practical Assessment</p>	<p>Continuous and practical Assessment End of year assessment</p>



Curriculum Plan – 2025-26

Subject: English as a First Language & Literature

Exam Board: Cambridge

0475

Syllabus Code:

	Term 1	Term 2	Term 3
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Content</p>	<p>Creative Writing: Description</p> <p>Students read a range of extracts from renowned authors and focus on their creation of images, emotion and environment. Students begin to analyse extracts before reconstructing their own vivid descriptions.</p> <ul style="list-style-type: none"> • Language analysis • Structure analysis • Grammatical accuracy • Vocabulary building • Sentencing for effect • Language for effect • Punctuation for effect • Structure for effect • Sound for effect <p>Creative Writing: Narrative</p> <p>Students build on their development of language for effect to create original, believable and interesting characters and narrative structures.</p> <ul style="list-style-type: none"> • Freytag's pyramid • Cyclical narrative • Characterisation (implicit, explicit, physiognomic) • Language for effect • Structure for effect • Language analysis • Structure analysis <p>Directed Writing</p> <p>Students focus on writing to argue, persuade and inform through the forms of letter, diary, reports, articles and speeches. They will analyse a range of examples before constructing their own.</p> <ul style="list-style-type: none"> • Writing letters/diaries/reviews/articles/speeches/reports 	<p>Novel: To Kill a Mockingbird</p> <p>Students read and analyse <i>To Kill a Mockingbird</i>. Whilst the focus is language analysis and analytical construction, students may craft creative pieces based on the genre.</p> <ul style="list-style-type: none"> • Language analysis • Structure analysis • Form analysis • Grammatical accuracy • Vocabulary building • Sentencing for effect • Language for effect • Summary writing • Reading comprehension • Historical context - themes • Analysing context 	<p>Poetry: Songs of Ourselves Volume 2 Part 3</p> <p>Students study a range of 15 poems from different poets. Please see the list below.</p> <ul style="list-style-type: none"> • Identifying poetic devices • Analysing language • Analysing form • Analysing structure • Applying context • Grammatical accuracy • Reading comprehension • Summary skills • Implicit inference • Directed writing <p>Poems:</p> <ul style="list-style-type: none"> • Nancy Fotheringham Cato, 'The Road' • Sarah Jackson, 'The Instant of My Death' • Arun Kolatkar, 'The Bus' • Julius Chingono, 'At the Bus Station' • Imtiaz Dharker, 'These are the Times We Live in' • Elizabeth Jennings, 'The Enemies' • Sampurna Chattarji, 'Boxes' • W H Auden, 'The Capital' • Arthur Yap, 'an afternoon nap' • Elizabeth Smither, 'Plaits'
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<ul style="list-style-type: none"> • Language analysis • Structure analysis • Persuasive techniques (personal pronouns; emotive language; rhetorical question; statistic and fact; use of authority; anecdote; description; exaggeration; rule of three; repetition) • Idiom use • Vocabulary building • Debate • Reading comprehension • Summary skills <p>Paper 1: Reading</p> <p>Students study the fundamentals of the exam paper. Students draw on and revise their learning of language and structural devices in order to analyse a range of unseen extracts and short stories.</p> <ul style="list-style-type: none"> • Analysing sound • Analysing language • Analysing structure • Analysing form • Formulating original ideas • Formulating analytical responses • Grammatical accuracy • Reading comprehension • Summary skills 		<ul style="list-style-type: none"> • Elizabeth Daryush, 'Children of Wealth' • Thomas Love Peacock, 'Rich and Poor or, Saint and Sinner' • Musaemura Zimunya, 'A Long Journey' • Stevie Smith, 'Touch and Go' • George Szirtes, 'Song' <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"> • Analysing sound • Analysing language • Analysing structure • Analysing form • Formulating original ideas • Formulating analytical responses • Grammatical accuracy • Reading comprehension • Summary skills • Latin roots • Multiple interpretation • Directed writing • Descriptive writing • Narrative writing
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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 • Multiple Choice Quizzes • Extended Writing
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Curriculum Plan – 2025-26

Subject: English Second Language

Exam Board: Cambridge

0511

Syllabus Code:

	Term 1	Term 2	Term 3
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Content	<p>Reading and Writing Comprehension</p> <p>Students read a range of abridged novels from renowned authors throughout the year, focusing on their creation of images, emotion and environment linked to skills required for the exam. In addition, exam style questions are based on the novel read, as well as from practice papers for originality and to develop skills required for the exam.</p> <p>Reading and Writing Forms and Skills:</p> <ul style="list-style-type: none"> Email writing Report writing Article writing Essay writing Review writing Skimming and scanning Cloze reading Grammatical accuracy Vocabulary building Sentencing for effect Language for effect Summary writing Reading comprehension <p>Novel: One of us is Lying</p> <p>Students draw on and revise their learning of reading and writing skills to discuss and analyse the novel. Students produce a range of informal and formal pieces of writing.</p>	<p>Reading and Writing Comprehension</p> <p>Students read a range of abridged novels from renowned authors throughout the year, focusing on their creation of images, emotion and environment linked to skills required for the exam. In addition, exam style questions are based on the novel read, as well as from practice papers for originality and to develop skills required for the exam.</p> <p>Reading and Writing Forms and Skills:</p> <ul style="list-style-type: none"> Email writing Report writing Article writing Essay writing Review writing Skimming and scanning Cloze reading Grammatical accuracy Vocabulary building Sentencing for effect Language for effect Summary writing Reading comprehension <p>Novel: Turn of the Screw & 1984</p> <p>Students draw on and revise their learning of reading and writing skills to discuss and analyse the novel. Students</p>	<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"> Email writing Report writing Article writing Essay writing Review writing Skimming and scanning Cloze reading Grammatical accuracy Vocabulary building Sentencing for effect Language for effect Summary writing Reading comprehension Vocabulary development <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 the opportunity to revise their answers to create models.</p>
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		produce a range of informal and formal pieces of writing.	
Assessment	<ul style="list-style-type: none"> • Exam Style Questions • Practice Papers • Extended Writing 	<ul style="list-style-type: none"> • Mock Exam • Exam Style Questions • Practice Papers • Extended Writing 	<ul style="list-style-type: none"> • 2nd Mock Exam • Exam Style Questions • Practice Papers • Extended Writing • IGCSE Examinations (Cambridge)



Curriculum Plan – 2025-26

Subject: History

Exam Board: Cambridge

Syllabus Code: 0470

	Term 1	Term 2	Term 3
Content	Germany 1918-1945 <ul style="list-style-type: none"> • The Weimar Republic • Hitler's Rise and Domination of Germany • Nazi control in Germany • Life in Nazi Germany 	Revision <ul style="list-style-type: none"> • Content review • Paper 1 – Exam Skills • Paper 2 – Exam Skills • Paper 4 – Exam Skill 	Revision <ul style="list-style-type: none"> • Content review • Paper 1 – Exam Skills • Paper 2 – Exam Skills • Paper 4 – Exam Skill
Assessment	IGCSE Paper 1, 2 and 4 Exam Style Questions	Paper 1, Paper 2 and Paper 4 Mock Exams	Paper 1, Paper 2 and Paper 4 Mock Exams



Curriculum Plan – 2025-26

Subject: IGCSE Mathematics

Exam Board: Edexcel/Pearson

Syllabus Code: 4MA1

	Term 1	Term 2	Term 3
Content	<ul style="list-style-type: none"> • Number 6 • Algebra 6 • Sequences • Shape and Space 6 • Sets 2 • Number 7 • Algebra 7 • Graphs 6 • Shape and Space 7 • Sets 3 • Number 8 	<ul style="list-style-type: none"> • Algebra 8 • Graphs 7 • Shape and Space 8 • Handling Data 5 • Number 9 • Algebra 9 • Graphs 8 • Shape and Space 9 	<ul style="list-style-type: none"> • Handling Data 6 • Number 10 • Algebra 10 • Graphs 9 • Shape and Space 10 • Handling Data 7
Assessment	End of topic assessments and Mock examination	End of topic assessments and Mock examination	IGCSE – external examination



Curriculum Plan – 2025-26

Subject: Mandarin

Exam Board: Cambridge

Syllabus Code: 0547

	Term 1	Term 2	Term 3
Content	Topics: <ul style="list-style-type: none"> Weather and climate Transportation Travel experience and planning a trip Public service and customs Work experience and future education and career plans Chinese festivals Technology and social media Learning Chinese as a foreign language Saving the planet 	Revision of topics from A1 to A4 Revision of topics from B1 to B4 Revision of topics from C1 to C9 Revision with past paper	Revision with past paper
Assessment	Formative assessment on each topic. Mock Exam	Formative assessment on each topic. Mock Exam	IGCSE Exam



Curriculum Plan – 2025-26

Subject: IGCSE 1st Language Chinese

Exam Board: Cambridge

Syllabus Code: 0509

	Term 1	Term 2	Term 3
Content	快乐源泉 生活小百科 主题下包括: 描写与叙述 议论与讨论 指导写作及文言文 历年考卷复习	结合各自参考资料复习 主题下包括: 描写与叙述 议论与讨论 指导写作及文言文 历年考卷复习	总复习准备考试
Assessment	单元练习 Mock Exam	单元练习	IGCSE Exam



Curriculum Plan – 2025-26

Subject: Global Perspectives

Exam Board: Cambridge

Syllabus Code: 0457

	Term 1	Term 2	Term 3
Content	<u>Information Skills</u> <ul style="list-style-type: none"> Perspectives Research Analysis Synthesis Planning Questioning <u>Critical Thinking Skills</u> <ul style="list-style-type: none"> Reasoning Evidence Claims Drawing Conclusions Bias & vested Interest 	<u>Collaboration Skills</u> <ul style="list-style-type: none"> Team Work Decision Making Creativity Memory Note-Taking Reflection Evaluation Developing Independent Learning Skills Establishing Independent Learning Skills Enhancing Independent Learning Skills 	<u>Critical Thinking Skills</u> <ul style="list-style-type: none"> Statement of Arguments, fact, opinion, prediction & value judgement Problem solving Developing Critical Thinking Skills Establishing Critical Thinking Skills Enhancing Critical Thinking Skills
Assessment	Independent Report	Team Project Outcomes	Written Exam



Curriculum Plan 2025-2026

Subject: Physical Education

<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.



Curriculum Plan – 2025-26

Subject: IGCSE Biology

Exam Board: Cambridge International Examinations (CIE)

Syllabus Code: 0610

	Term 1	Term 2	Term 3
Content	<p>Respiration & Gas Exchange.</p> <ul style="list-style-type: none"> Gas exchange in humans Respiration Aerobic Respiration Anaerobic Respiration <p>Excretion in humans</p> <ul style="list-style-type: none"> Excretion in humans <p>Coordination and response</p> <ul style="list-style-type: none"> Coordination and response Sense organs Hormones Homeostasis Tropic responses <p><i>Drug [only 15.1.1]</i></p> <p>Reproduction</p> <ul style="list-style-type: none"> Asexual reproduction Sexual reproduction (Sexual) reproduction in plants (Sexual) reproduction in humans Sex hormones in humans Sexually transmitted infections 	<p>Inheritance</p> <ul style="list-style-type: none"> Chromosomes, genes and proteins Mitosis Meiosis Monohybrid inheritance <p>Variation & Selection</p> <ul style="list-style-type: none"> Variation Adaptive features Selection <p><i>Drugs 15.1.2-15.1.5</i></p> <p>Organisms and their environment</p> <ul style="list-style-type: none"> Energy flow Food chains and food webs Nutrient cycles Populations <p>Human influences on ecosystems</p> <ul style="list-style-type: none"> Food supply Habitat destruction Pollution Conservation <p>Biotechnology & genetic modification</p> <ul style="list-style-type: none"> Biotechnology and genetic modification 	<p>Biotechnology & genetic modification</p> <ul style="list-style-type: none"> Biotechnology Genetic Modification
Assessment	End of Unit Tests, Exam based questions Practice Papers	End of Unit Tests, Exam based questions Practice Papers	End of Unit Tests, Exam based questions Practice Papers



Curriculum Plan – 2025-26

Subject: IGCSE Chemistry

Exam Board: Cambridge International Examinations (CIE)

Syllabus Code: 0620

	Term 1	Term 2	Term 3
Content	Acid, Bases & Salts The characteristic properties of acids and bases Oxides Preparation of Salts Chemical Reactions Physical and Chemical changes Rate of reaction Reversible reactions and equilibrium Fertilisers Redox	Chemical Energetics Exothermic and endothermic reactions Organic Chemistry Formulae, functional groups and terminology Naming organic compounds	Alkanes Alkenes Alcohols Carboxylic Acids Polymers Exam Revision
Assessment	End of Unit Tests, Exam based questions Practice Papers	End of Unit Tests, Exam based questions Practice Papers	End of Unit Tests, Exam based questions Practice Papers



Curriculum Plan – 2025-26

Subject: Business

Exam Board: Cambridge

Syllabus Code: 0450

	Term 1	Term 2	Term 3
Content	4 Operations management <ul style="list-style-type: none"> • Production of goods and services • Costs, scale of production and break-even analysis Achieving quality production • Location Decisions 	5 Financial information and decisions <ul style="list-style-type: none"> • Business finance: needs and sources • Cash-flow forecasting and working capital • Income Statements • Statement of Financial Position • Analysis of accounts 	6 External influences on business activity <ul style="list-style-type: none"> • Economic issues • Environmental and ethical issues • Business and the international economy
Assessment	<ul style="list-style-type: none"> • Exam Style Questions • End of Unit Tests • Presentations • Mock Exam 	<ul style="list-style-type: none"> • Exam Style Questions • End of Unit Tests • Presentations • Mock Exam 	<ul style="list-style-type: none"> • Exam Style Questions • End of Unit Tests • Presentations • Mock Exam



Curriculum Plan – 2025-26

Subject: Geography

Exam Board: Cambridge IGCSE

Syllabus Code: 0460

	Term 1	Term 2	Term 3
Content	<p>Development</p> <ul style="list-style-type: none"> • Inequalities between and within countries. • Classification of production into different sectors with illustrations of each. • The proportions employed in each sector vary according to the level of development • The process of globalization its impacts • The process of globalisation, and its impacts <p>Food Production</p> <ul style="list-style-type: none"> • The main features of an agricultural system: inputs, processes and outputs • Farming types: commercial and subsistence; arable, pastoral and mixed; intensive and extensive. • Their combined influences on the scale of production. 	<p>Industry</p> <ul style="list-style-type: none"> • Industrial system: inputs, processes and outputs (products and waste) • Industry types: manufacturing, processing, assembly and high technology industry • Location of factories and industrial zones. • The influence of land, labour, raw materials and fuel and power, transport, markets and political factors <p>Energy</p> <ul style="list-style-type: none"> • Non-renewable fossil fuels, renewable energy supplies, nuclear power and fuelwood. • The benefits and disadvantages of nuclear power and renewable energy sources • Case Study: Energy supply in a country or area. <p>Tourism</p> <ul style="list-style-type: none"> • The growth of tourism in relation to the main attractions of the physical and human landscape • The benefits and disadvantages of tourism to receiving areas • Management for sustainability 	<p>Water</p> <ul style="list-style-type: none"> • Methods of water supply and the proportions of water used for agriculture, domestic and industrial purposes in countries at different levels of economic development • Water shortages and management <p>Case study Water supply in a country or area.</p> <p>Environmental risks of economic development</p> <ul style="list-style-type: none"> • Economic activities threats to the natural environment and people, locally and globally • Sustainable development and management. • The importance of resource conservation • Case Study: An area where economic development is taking place and causing the environment to be at risk.

Britannica International School Shanghai

Curriculum Plan – Year 11



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Assessment	IGCSE past paper questions (Paper 1)	IGCSE past paper questions (Paper 1)	IGCSE past paper questions (Paper 1)
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Curriculum Plan – 2024-25

Subject: ICT

Exam Board: Cambridge

Syllabus Code: 0417

	Term 1	Term 2	Term 3
Content	ICT Applications <ul style="list-style-type: none">- Communication- Modelling applications- Computer controlled systems- School management systems- Booking systems- Banking systems- Computers in medicine- Expert systems- Computers in retail- Recognition systems- Satellite systems Effects of IT <ul style="list-style-type: none">- Microprocessor-controlled devices- Potential health problems related to the prolonged use of ICT equipment Systems Life Cycle <ul style="list-style-type: none">- Analysis- Design- Development and testing- Implementation- Documentation- Evaluation	Document Production <ul style="list-style-type: none">- Page layout- Format Text Images <ul style="list-style-type: none">- Software tools- Edit an image Layout <ul style="list-style-type: none">- Create or edit a document- Tables- Headers and footers Styles <ul style="list-style-type: none">- Corporate house styles- Consistent styles Proofing <ul style="list-style-type: none">- Software tools- Proofing techniques Communication <ul style="list-style-type: none">- Email- The internet Networks and the effects of using them <ul style="list-style-type: none">- Networks- Network issues and communication Databases <ul style="list-style-type: none">- Create a database structure- Manipulate data	Practical Skills Review Exam Revision

Britannica International School Shanghai

Curriculum Plan – Year 11



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Assessment	End of topic tests	End of topic tests	In Class Assessments
	Mock exam	Mock exam	Final iGCSE Exam



Curriculum Plan – 2025-26

Subject: Spanish

Exam Board: Edexcel

Syllabus Code: SPA01

	Term 1	Term 2	Term 3
Content	<p>Topic: Fitness and Health</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> • Food • Drinks • Accidents • Injuries • Common ailments • Health issues <p>Grammar:</p> <ul style="list-style-type: none"> • All present, past and future tenses, including perfect tenses. • Complex opinions structures • Subordinate clauses 	<p>Topic: The World around us</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> • Environmental issues • Weather and climate • Travel and transport • The media • Information • Communication • Technology <p>Grammar:</p> <ul style="list-style-type: none"> • All present, past and future tenses, including perfect tenses, and subjunctive • Complex opinions structures • Subordinate clauses 	<p>IGCSE Course Revision</p> <p>Vocabulary and Grammar: all 5 IGCSE modules</p> <ul style="list-style-type: none"> • Home and abroad • Education and employment • Personal life and relationships • The world around us • Social activities, fitness and health
Assessment	<p>Mock exam:</p> <ul style="list-style-type: none"> • Listening • Reading and writing • Speaking 	<p>Mock exam:</p> <ul style="list-style-type: none"> • Listening • Reading and writing • Speaking 	<p>Mock exam:</p> <ul style="list-style-type: none"> • Listening • Reading and writing • Speaking <p><i>May-June: GCSE exams</i></p>