



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 – 2025-2026

Subject: Mandarin non-native Level 4

	Term 1	Term 2	Term 3
Content	1. School (Book6 P2) 2.Course (Book6 P16) 3.Learn Chinese (Book5 P61-70) 4. New Technology (Book6 P178) 5. Peer pressure (Book6 P148)	1. Learn Chinese 2 (Book6 P30-31) 2. Chinese New Year (Book5 P133-P136) 3. Study tour abroad (Book6 P60-61) 4. Youth life (Book6 P134)	1. Family (Book5 P5-10) 2. Troubles (Book6 P162) 3. Environmental protection (Book6 P206-207)
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 – 2025-26

Subject: Science

	Term 1	Term 2	Term 3
Content	<p><u>Lab Safety</u> Risks and Hazards Hazard poster design</p> <p><u>Electricity</u> It's Electrifying Circuit symbols Volts and Voltage Series and parallel circuits Resistance</p> <p><u>Living Things and their Habitats</u> Classification The Linnaean System Sorting animals Grouping animals Micro-organisms</p>	<p><u>Light</u> How we see Reflection and Refraction The Spectacular Spectrum Shadows Seeing Colours</p> <p><u>Animals Including Humans</u> Circulatory system Water and nutrients Healthy lifestyles and exercise Impact of drugs and alcohol</p>	<p><u>Evolution and Inheritance</u> Evolutionary Pioneers Evidence for Evolution Fossils and fossilisation Adaptation, Evolution and Human Intervention</p> <p>KS3 Anything That Floats Engineering Competition</p>
Assessment	Practical assignments / Mid-unit assessments / Research Tasks / End of Unit Tests	Practical assignments / Mid-unit assessments / Research Tasks / End of Unit Tests	Practical assignments / Mid-unit assessments / Research Tasks / End of Unit Tests



Curriculum Plan – 2025-26

Subject: English

	Term 1	Term 2	Term 3
Content	<p>Baseline assessment Reading & Writing (F & NF) Grammar Spelling</p> <p>Reading (own level appropriate)</p> <p>Biographical Writing First person, past tense, passive voice, time conjunctions, structuring and organising ideas, formal register.</p> <p>Raider's Peril (21st Century text) <u>Writing</u> (F & NF): using text as a guide to language use and structure.</p> <p><u>Reading:</u> Fluency, intonation, and comprehension (focused reading skills per content domain)</p> <p>*Poetry (range) Explore a range of poetry looking at language, form, and structure. Use poems explored as models for own writing.</p> <p>Throughout term: Statutory spellings Grammar practice focused on personalised grammar plans. Reading & writing - skills practise</p>	<p>Reading Development (Various short readings)</p> <p><u>Reading:</u> Fluency, intonation, comprehension, and analytical.</p> <p><u>Writing:</u> Discursive/analytical/descriptive/expository</p> <p>Travel (Brochure) Writing Rhetoric devices, structuring and organising ideas, descriptive and persuasive</p> <p>War Horse (20th Century text)</p> <p><u>Reading:</u> Fluency, intonation, comprehension, and analytical.</p> <p><u>Writing:</u> Discursive/analytical/descriptive/expository</p> <p>Throughout term: Statutory spellings Grammar practice focused on personalised grammar plans. Reading & writing - skills practise</p>	<p>War Horse (20th Century text) _continued</p> <p><u>Reading:</u> Fluency, intonation, comprehension, and analytical.</p> <p><u>Writing:</u> Discursive/analytical/descriptive/expository</p> <p>*Poetry (range) Explore a range of poetry looking at language, form, and structure.</p> <p>Use poems explored as models for own writing.</p> <p>Throughout term: Statutory spellings Grammar practice focused on personalised grammar plans. Reading & writing - skills practise</p>

Britannica International School Shanghai

Curriculum Plan – Year 6



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Assessment	Reading comprehension Grammar Spelling Extended Writing	Reading comprehension Grammar Spelling Extended Writing	Reading comprehension Grammar Spelling Extended Writing
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Curriculum Plan – 2025-26

Subject: History

	Term 1	Term 2	Term 3
Content	<p><u>Unit 1: Where Did We Come From?</u></p> <ul style="list-style-type: none"> Human Origins Hunter-Gatherers Ice Age Farming <p><u>Unit 2: How Did Civilisations Rise?</u></p> <ul style="list-style-type: none"> Mesopotamia Egypt India China <p><u>Unit 3: How Did Cultures Interact?</u></p> <ul style="list-style-type: none"> Nubia Olmeccs Persia <p><i>Skills: chronology, comparison, causation, significance, source analysis, consequence.</i></p>	<p><u>Unit 4: How Did Ancient Empires Grow?</u></p> <ul style="list-style-type: none"> Greece Rome Han China <p><u>Unit 5: How Did World Religions Develop?</u></p> <ul style="list-style-type: none"> World Religions Alexander the Great project <p><i>Skills: comparison, consequence, chronology, causation, enquiry, evidence use.</i></p>	<p><u>Unit 6: Why Did Empires Fall?</u></p> <ul style="list-style-type: none"> Mayans Fall of empires End-of-year revision <p><i>Skills: interpretation, causation, significance.</i></p>
Assessment	MCQ tests and IGCSE-style questions, including mid-year test.	MCQ tests and IGCSE-style questions.	MCQ tests and IGCSE-style questions, including end-of-year test.



Curriculum Plan – 2025-26

Subject: Music

	Term 1	Term 2	Term 3
Content	<p>Unit 1: 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> Whole class performance <p>Unit 2: Musical Ladders</p> <ul style="list-style-type: none"> Pentatonic Scale Chromatic Scale Major Scale Whole Tone Scale Listening exercises Semitones as building blocks Group composition 	<p>Unit 3: Hip-hop and Beatboxing</p> <ul style="list-style-type: none"> Types of sound Methods of bb sound production Microphone technique Beat writing Bass line writing Lyrics writing Hook writing <p>Unit 4: Rounds and Cannons</p> <ul style="list-style-type: none"> Rounds from around the world Singing technique. Part singing Small group singing Keyboard skills Instrumental round writing 	<p>Unit 5: Zimbabwe and South Africa</p> <ul style="list-style-type: none"> Spiritual music Protest Emancipatory music Polyrhythms Compound time signature Marimba and xylophone technique Class performance <p>Unit 6: Music and Art</p> <ul style="list-style-type: none"> Program Music <i>Pictures at an Exhibition</i> <i>Danse Macabre</i> <i>Isle of the Dead</i> Composition based on artwork Musical elements
Assessment	<p>Unit 1: Whole class ensemble performances. Formative testing through small group work</p> <p>Unit 2: Mini-compositions. Performance, evaluation</p>	<p>Unit 3: Performative and ongoing. Composition quality and final stage performance evaluation</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 – 2025-26

Subject: Native Chinese

	Term 1	Term 2	Term 3
Content	<p>《忆读书》</p> <p>《我的“长生果”》</p> <p>《将相和》</p> <p>《猎人海力布》</p> <p>《牛郎织女》</p> <p>《白鹭》</p> <p>《珍珠鸟》</p> <p>《松鼠》</p> <p>《落花生》</p> <p>《桂花雨》</p> <p>《四季之美》</p> <p>《鸟的天堂》</p>	<p>《太阳》</p> <p>《父爱之舟》</p> <p>《月迹》</p> <p>《祖父的园子》</p> <p>《月是故乡明》</p> <p>《草船借箭》</p> <p>《人物描写一组》</p> <p>《刷子李》</p>	<p>《自相矛盾》</p> <p>《田忌赛马》</p> <p>《跳水》</p> <p>《威尼斯小艇》</p> <p>《牧场之国》</p> <p>《景阳冈》</p> <p>《红楼春趣》</p> <p>《杨氏之子》</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 – 2025-26

Subject: Mandarin Level 2

	Term 1	Term 2	Term 3
Content	<p>Countries, Languages</p> <p>Subjects of study</p> <p>Making phone calls</p> <p>Weather</p> <p>Seasons</p> <p>Sickness</p>	<p>Chinese New Year</p> <p>Sickness</p> <p>Hobby (1): Music</p> <p>Hobby (2): Sports</p> <p>Hobby (3): Dance</p>	<p>Vegetables and Fruits</p> <p>Hobby (3): Dance</p> <p>Three meals a day</p> <p>Eating out</p> <p>Dragon Boat Festival</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>Formative assessment on each topic.</p> <p>Summative assessment on all the topics learned this year.</p>



Curriculum Plan – 2025-26

Subject: Mandarin

	Term 1	Term 2	Term 3
Content	Topic 1: Season & Weather-Book3 Mid-Autumn Festival Season & Weather-Book4 Topic 2: Hobby-Book3 Hobby -Book4 Revision	Topic 2: Traveling-Book3 Chinese New Year Topic 2: Traveling-Book3(1) Traveling-Book3(2) Revision	Topic 3: Food-Book3 Topic 4: Food-Book4 Dragon Boat Festival Revision
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 – 2025-26

Subject: Computing

	Term 1	Term 2	Term 3
Content	<p>Responsible Use of Technology</p> <ul style="list-style-type: none"> - Lab safety - AI - Cyberbullying and social media <p>3D Modelling</p> <ul style="list-style-type: none"> • Computational Thinking • Design • TinkerCAD 	<p>The Internet and the WW</p> <ul style="list-style-type: none"> • Internet • Search engines • Websites <p>Scratch Programming</p> <ul style="list-style-type: none"> • Sequencing • Variables • Selection 	<p>Spreadsheets for Events Planning</p> <ul style="list-style-type: none"> • Budgeting • Formulae • Functions
Assessment	<p>Quiz</p> <p>Skills Project</p>	<p>Skills Project</p> <p>Quiz</p>	<p>Skills project</p>



Curriculum Plan – 2025-26

Subject: Geography

	Term 1	Term 2	Term 3
Content	<p>Doing Geography: Map Skills</p> <ul style="list-style-type: none"> Grid references Map symbols Understanding relief Latitude and longitude Types of maps Using an atlas <p>Rainforests</p> <ul style="list-style-type: none"> Rainforest locations Layers of the rainforest Plant and animal adaptations Climate graphs Human benefits of the rainforest Rainforest tribes Deforestation Sustainable management of the rainforest 	<p>China</p> <ul style="list-style-type: none"> Map China's human and physical geography China's physical and human geographic features Population distribution and history of migration Challenges facing future generations Describing and explaining China's varied climate China's variety of biomes Exploring diversity within China 	<p>Frozen Planet</p> <ul style="list-style-type: none"> Describe the location of the Arctic region Display the Arctic climate in a climategraph Understand the wildlife of the Arctic Describe how human's use the Arctic Describe how native people survive in the Arctic Understand the different threats that the Arctic faces Evaluate responses to climate change in the Arctic
Assessment	<p>Doing Geography: creating your own map using a variety of data presentation techniques</p> <p>Rainforest: Evaluating the different methods of sustainably managing the rainforest</p>	<p>Megacities research project on Shanghai</p>	<p>Short answer examination on key terms and processes</p>



Curriculum Plan – 2025-26

Subject: Mathematics

	Term 1	Term 2	Term 3
Content	<ul style="list-style-type: none"> - Number and Place Value Ordering decimals, Rounding, Writing numbers, adding and subtracting with negatives - Addition, Subtraction, Multiplication and Division Methods Including decimals - Proper Fractions Simplifying, ordering, adding, subtracting, multiplying, dividing 	<ul style="list-style-type: none"> - Proper Fractions - Improper Fractions Simplifying, ordering, adding, subtracting, multiplying, dividing - Percentages, Decimals and Fractions Comparing, converting, ordering, percentages of an amount, fractions of an amount 	<ul style="list-style-type: none"> - Percentages, Decimals and Fractions - Introduction to Algebra Writing expressions, simplifying expressions, writing equations, solving up to 3 step equations
Assessment	<ul style="list-style-type: none"> - Multiple unit tests which are put into a RAG sheet - End of Term Exam 	<ul style="list-style-type: none"> - Multiple unit tests which are put into a RAG sheet - End of Term Exam 	<ul style="list-style-type: none"> - Multiple unit tests which are put into a RAG sheet - End of Term Exam



Curriculum Plan 2025-2026

Subject: Physical Education

Year Group	Term 1	Term 2	Term 3
<u>6A</u>	<p><u>Block 1</u> <u>Invasion Games</u> Sports Choice: Football, Basketball, Netball or Hockey.</p> <ul style="list-style-type: none"> • Ball Control. • Passing, Shooting and Dribbling. • Tactical Awareness. • Team working skills. • Rules and Regulations. • Match Fitness. • Gameplay. <p><u>Block 2</u> <u>Swimming</u></p> <ul style="list-style-type: none"> • Entry and Exit (Crouch and standing Dives). • Water Skills (Push and Glide Techniques, Floating Positions, Treading Water, Underwater Confidence). • Swimming Strokes (Freestyle and Breast Stroke). 	<p><u>Block 3</u> <u>Gymnastics</u></p> <ul style="list-style-type: none"> • Jumping techniques using the trampette and the vault • Rolling techniques (dive forward roll and backward roll) • Balancing techniques (handstand and headstand). • Individual and Team Sequences. • Individual and Team Performances. <p><u>Block 4</u> <u>Athletics</u></p> <ul style="list-style-type: none"> • Running events (100m/200m/600m). • Jumping events (Long Jump/High Jump/Triple Jump). • Throwing events (Shot Putt/Discus. 	<p><u>Block 5</u> <u>Swimming</u></p> <ul style="list-style-type: none"> • Consolidating skills from Block 2. • Developing Water Skills (Underwater Swimming, Retrieving Underwater Objects, Skull Diving to different meters). • Developing Swimming Strokes (Backstroke and Butterfly). • Developing Breathing Techniques for different strokes. <p><u>Block 6</u> <u>Net/Wall</u> Sports choice: Badminton or Tennis.</p> <ul style="list-style-type: none"> • Hitting Techniques (Serve/Smash/Net). • Movement around the court (Positioning). • Tactical Awareness. • Rules and Regulations. • Match Fitness. • Singles and Doubles Gameplay.



6B	<p><u>Block 1</u> <u>Gymnastics</u></p> <ul style="list-style-type: none"> • Jumping techniques using the trampette and the vault • Rolling techniques (dive forward roll and backward roll) • Balancing techniques (handstand and headstand). • Individual and Team Sequences. • Individual and Team Performances. <p><u>Block 2</u> <u>Invasion Games</u> Sports Choice: Football, Basketball, Netball or Hockey.</p> <ul style="list-style-type: none"> • Ball Control. • Passing, Shooting and Dribbling. • Tactical Awareness. • Team working skills. • Rules and Regulations. • Match Fitness. • Gameplay. 	<p><u>Block 3</u> <u>Swimming</u></p> <ul style="list-style-type: none"> • Entry and Exit (Crouch and standing Dives). • Water Skills (Push and Glide Techniques, Floating Positions, Treading Water, Underwater Confidence). • Swimming Strokes (Freestyle and Breast Stroke). <p><u>Block 4</u> <u>Net/Wall</u> Sports choice: Badminton or Tennis.</p> <ul style="list-style-type: none"> • Hitting Techniques (Serve/Smash/Net). • Movement around the court (Positioning). • 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/600m). • Jumping events (Long Jump/High Jump/Triple Jump). • Throwing events (Shot Putt/Discus). <p><u>Block 6</u> <u>Swimming</u></p> <ul style="list-style-type: none"> • Entry and Exit (Crouch and standing Dives). • Water Skills (Push and Glide Techniques, Floating Positions, Treading Water, Underwater Confidence). • Swimming Strokes (Freestyle and Breast Stroke).
<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: Spanish

	Term 1	Term 2	Term 3
Content	<p>Exploring a Spanish Town Revision: Greetings and sounds (g,j,z,c,que,gue) Classroom language + phrases The alphabet and spelling.</p> <p>Exploring a Spanish Town. Describe a town <i>Verbs and adjectives agreement.</i> Locations Comparing towns. Likes and dislikes. The verb 'vivir' and IR verbs.</p> <p>Christmas in Spain</p>	<p>At the shops Shopping conversations. Clothes. Money Shopping lists. Discovering Spain: names of different countries, directions.</p> <p>AR verbs Comparing countries. Numbers up to a million. Famous Spanish people. The time. <i>Adverbs of frequency</i></p> <p>Easter in Spain</p>	<p>At what time? Telling the time. Holidays; Airports.</p> <p>The immediate future.</p>
Assessment	<p>End of term activity: describe your city presentation.</p>	<p>End of term activity: role play, in the shops/touring in Madrid (voucher)</p>	<p>End of term activity: Short presentation about your next holidays.</p>