



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: 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>Hobby (3): Dance</p> <p>Vegetables and Fruits</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 Level 3

	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 – 2025-2026

Subject: English

	Term 1	Term 2	Term 3
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Content	<p>Descriptive & Narrative/War Poetry</p> <ul style="list-style-type: none"> Definitions- propaganda, patriotism, jingoism, paradox, censorship History and origins of World Wars Features of descriptive and narrative writing Freytag's pyramid Situational and dramatic irony Dialogue rules Structural devices: flashback, in Media Res <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 comment on both the poet and the speaker Approach a poem and deconstruct it through specific methods Identify tone in a poem 	<p>Animal Farm</p> <ul style="list-style-type: none"> Definitions- communism, socialism, capitalism, allegory, revolution, totalitarianism, fable, corruption, animalism, proletariat Conventions of dystopian fiction Historical context of dystopia/totalitarianism/USSR Nazi Germany The ideas of Karl Marx George Orwell's ideas and lifetime Tracking change and progress in characters throughout a text Persuasive and rhetoric devices <p>Reading:</p> <ul style="list-style-type: none"> Identify a range of literary devices Analyse multiple connotations of key words and phrases Use multiple pieces of evidence clearly to support point Give a viewpoint through a clear thesis statement which links to dystopian convention Comment on reader emotions Apply contextual knowledge of real-world events to analysis of character, plot, language Explode quotations to extract literary devices and connotations 	<p>Macbeth:</p> <ul style="list-style-type: none"> Definitions- Jacobean, tragic waste, hamartia, subversion, maternal, matriarchal, hubris, duplicity, regicide, tyrant, Machiavellianism, metaphysical dread, duality, nihilistic The significance of structure in a play Critical interpretations of the play Literary devices: chiasmus, end stops, enjambment Conventions, settings, and typical characters of a tragedy How Shakespeare reflected political events of the time in his plays Jacobean time period: political change, gender roles, religion, The Divine Right of Kings, The Great Chain of Being, honour and masculinity, violence, beliefs in the supernatural <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 Give a viewpoint through a clear thesis statement Comment on reader emotions in different time periods Discuss multiple interpretations
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	Writing: <ul style="list-style-type: none"> • Use literary devices: personification, semantic field, • Use embedded clauses in sentences • Start a sentence with: a noun, a verb, an adjective, an adverb, a simile • Use a range of descriptive vocabulary • Use situational and dramatic irony • Open a narrative using flashback or in Media Res 	Writing: <ul style="list-style-type: none"> • Write persuasively for a range of audiences • Use rhetoric and literary devices • Use embedded clauses in sentences • Start a sentence with: a noun, a verb, an adjective, an adverb, a simile 	Writing: <ul style="list-style-type: none"> • Creation of thesis statements • Write full essays with paragraphs which are coherent and thoughtful, including an introduction and conclusion
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 	<ul style="list-style-type: none"> • MCQ • Extended writing • End of unit assessment



Curriculum Plan – 2025-26

Subject: History

	Term 1	Term 2	Term 3
Content	<p><u>Unit 1: What Caused WWI?</u></p> <ul style="list-style-type: none"> • WWI causes • Franz Ferdinand • Trench features • Trench experiences <p><u>Unit 2: What Were the Outcomes of WWI?</u></p> <ul style="list-style-type: none"> • Battle of the Somme • Women in WWI • End of WWI • Outcomes of WWI <p><u>Unit 3: How Did WWII Start?</u></p> <ul style="list-style-type: none"> • WWII causes • Battle of Britain <p><i>Skills: causation, significance, consequence, source analysis, chronology, comparison, interpretations.</i></p>	<p><u>Unit 4: What Were the Outcomes of WWII?</u></p> <ul style="list-style-type: none"> • Operation Barbarossa • Pearl Harbor • Allies vs Axis • Turning Points • End of WWII • Outcomes of WWII <p><u>Unit 5: Why Do Genocides Happen?</u></p> <ul style="list-style-type: none"> • The Holocaust • Genocide project <p><i>Skills: consequence, causation, enquiry, evidence use.</i></p>	<p><u>Unit 6: How Did We Get Here?</u></p> <ul style="list-style-type: none"> • Cold War • Decolonisation • Information Age <p><i>Skills: source analysis, consequence, comparison</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: Mathematics

	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 – 2025-26

Subject: Mathematics

	Term 1	Term 2	Term 3
Content	Calculating Algebraic Proficiency Visualising and Constructing Proportional Reasoning Patterns Solving Equations and Inequalities	Conjecturing Combinatorics Calculating Space Algebraic Proficiency	Solving equations and Inequalities Understanding Risk Presentation of 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 and an end of term test



Curriculum Plan – 2025-26

Subject: Music

	Term 1	Term 2	Term 3
Content	Unit 1: Balafon and Polyrhythm <ul style="list-style-type: none"> Origins and construction of the Balafon Griot dynasties Polyrhythmic percussion patterns Polyphonic xylophone Oral tradition Ensemble skills Whole class performance Unit 2: Songwriting <ul style="list-style-type: none"> Diatonic chords Chord progressions Lyric writing Verse and Chorus Ensemble Skills Bass guitar and drumkit technique Hook writing 	Unit 3: Ambient music <ul style="list-style-type: none"> Synthesis Effects pedals and VSTs Field recordings Midi controllers Drones and tape loops Mic techniques Algorithmic/Generative music Composition project Unit 4: Form and Structure <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 	Film Music/ Program Music Writing to a film score Compositional skills Understanding chord sequences Screen/ real life timing Diegetic and non-diegetic sound Using sequencing software Full use of keyboard sounds Unit 6: Chinese Music <ul style="list-style-type: none"> Ancient instruments Extramusical principles Ba Yin classification Chinese drumming Folk and regional music.
Assessment	Unit 1: Class ensemble performances. Small group work Unit 2: Group performance, evaluation	Unit 3: Performances + Composition Unit 4: Performance + Compositions	Unit 5: Composition Unit 6: End of unit test, folk music performance and evaluation



Curriculum Plan – 2025-26

Subject: Mandarin Native

	Term 1	Term 2	Term 3
Content	<p>记叙文之人物描写</p> <p>《藤野先生》</p> <p>《回忆我的母亲》</p> <p>《背影》</p> <p>《社戏》</p> <p>故事类古文</p> <p>《周亚夫细柳》</p> <p>《石壕吏》</p> <p>《桃花源记》</p> <p>《诗经两篇》</p>	<p>散文借景抒情</p> <p>《白杨礼赞》</p> <p>《安塞腰鼓》</p> <p>《昆明的雨》</p> <p>《白杨礼赞》</p> <p>写景类古文</p> <p>《三峡》</p> <p>《短文两篇》</p> <p>《小石潭记》</p>	<p>散文借景抒情</p> <p>《壶口瀑布》</p> <p>《一滴水经过丽江》</p> <p>议论文+讨论性文体</p> <p>《应有格物致物的精神》</p> <p>议论性古文</p> <p>《马说》</p> <p>《孟子》</p> <p>《庄子》</p>
Assessment	<p>单元练习</p> <p>总结性综合考试</p>	<p>单元练习</p> <p>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 – 2025-26

Subject: Computing

	Term 1	Term 2	Term 3
Content	Boolean Logic and Algorithms <ul style="list-style-type: none"> • And, Or and Not gates • Logic circuits • Sorting and searching algorithms Network Threats <ul style="list-style-type: none"> • Social Engineering • Malware • Hacking • Risk 	Physical Computing <ul style="list-style-type: none"> • Microbits • Sensors • Input and output devices Text-based Python <ul style="list-style-type: none"> • Lists • Strings 	Binary <ul style="list-style-type: none"> • Binary number systems • Number conversions • Hexadecimal
Assessment	Quiz Writing	Skills Project	Quiz



Curriculum Plan – 2025-26

Subject: Geography

	Term 1	Term 2	Term 3
Content	Unit 1: Our Restless Planet <ul style="list-style-type: none"> Layers of the Earth and tectonic plates Continental drift Locating and Mapping Earthquakes Tsunamis Volcanoes Unit 2: The Development Gap <ul style="list-style-type: none"> Economic Development Indicators Social Development Indicators The Human Development Index Factors affecting development rates The widening gap of inequality The cycles of poverty and hunger Aid and its effectiveness 	Unit 3: Coasts <ul style="list-style-type: none"> Tides and waves Erosion processes Deposition Processes Weathering Climate change and coasts Tourism Coastal case studies Coastal management decision making Unit 4: The Urban Environment <ul style="list-style-type: none"> Causes of urbanization Development and urbanization Manchester and Kibera case study analysis Sustainability in urban environments Environmental issues Biomes 	Unit 5: Prisoners of Geography <ul style="list-style-type: none"> Understanding political superpowers Describing the importance in physical geographical factors Understanding the causes of conflict Analysis of Russia's human and physical geographical constraints
Assessment	<p>Assessing the impacts of tectonic hazards on the human environment</p> <p>Evaluating if our view on the world is accurate or not</p>	<p>Decision making exercise on how to protect an area of coast</p>	<p>Evaluating whether Russia is a prisoner of geography or not</p>



Curriculum Plan 2025-2026

Subject: Physical Education

<u>Year Group</u>	<u>Term 1</u>	<u>Term 2</u>	<u>Term 3</u>
9A	<p>Block 1 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>Block 2 Invasion Games 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 3 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 Strokes (Freestyle/Front Crawl/Back Stroke/Butterfly). <p>Block 4 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 5 Net/Wall</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 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.
<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.



Year Group	Term 1	Term 2	Term 3
9B	<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>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>Invasion Games</u></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><u>Block 4</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><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>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.
<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: Science

	Term 1	Term 2	Term 3
Content	Health <ul style="list-style-type: none"> • Micro-organisms • Infections • Immune response • Epidemiology • Microbes • Environmental Causes of Disease • Smoking, Alcohol and Drugs • Exercise Metals and Reactivity <ul style="list-style-type: none"> • Metals and Non-Metals • Metals and Oxygen • Metals and Acids • Metals and Water • Reactivity Series • Solid Displacement • Extraction of Metals • Corrosion 	Forces, Pressure and Motion <ul style="list-style-type: none"> • Newton's Laws • Going Up, Coming Down • Terminal Velocity • Pressure • Moments Chemical Reactions <ul style="list-style-type: none"> • Chemical Reactions • Exothermic and Endothermic Reactions • Energy from Fuels • Environmental Damage • Combustion • Oxidation • Acids and Metal Carbonates • Making Salts • Conservation of Mass 	Sorting and Identifying <ul style="list-style-type: none"> • How to group living organisms • Five Kingdom Model • Vertebrates and Invertebrates • Plants • Variation and Inheritance • Genes • Selective Breeding Energy and Electricity <ul style="list-style-type: none"> • Electricity • Energy in Store • Conservation of Energy • Electricity from Chemicals, Movement and Fuels • Current and Potential Difference in Series and Parallel Circuits • Energy Transfers
Assessment	Practical assignments Mid-unit assessments End of Unit Tests	Practical assignments Mid-unit assessments End of Unit Tests	Practical assignments Mid-unit assessments Research Tasks End of Unit Tests



Curriculum Plan – 2025-26

Subject: Spanish

	Term 1	Term 2	Term 3
Content	<p>Topic: Holidays</p> <p>Vocabulary: Holiday destinations Accommodation Activities Famous monuments</p> <p>Grammar: Present, past and future tenses. <i>Extension: present perfect</i></p> <p>Skills: Critical thinking, cultural awareness, describing and debating.</p>	<p>Topic: Festivals</p> <p>Vocabulary: Spanish culture Festivals around the world Describing experiences</p> <p>Grammar: Present, past, perfect, future & conditional tenses, and wishes.</p> <p>Skills: Critical thinking, cultural awareness, describing and debating.</p>	<p>Topic: Relationships</p> <p>Vocabulary: Family relationships Friendships Role models</p> <p>Grammar: Present, past & future tenses, opinion and reason structures, and wishes.</p> <p>Skills: Critical thinking, cultural awareness, describing and debating.</p>
Assessment	<p>Listening Reading Speaking Writing</p>	<p>Listening Reading Speaking Writing</p>	<p>Listening Reading Speaking Writing</p>