Curriculum Plan – 2026-27

Subject: Spanish
Year: 8

	Term 1	Term 2	Term 3
Content	**Module 1: My Holidays – Talking About the Past** De vacaciones / ¿Qué hiciste?: preterite tense (regular and key irregular verbs), holiday activities, transport **My Holiday Story** El último día / ¿Cómo te fue?: sequencing time expressions, giving opinions on past events **El Verano Pasado** Consolidation of the preterite tense; extended writing and speaking task describing last summer	**Module 2: My Life, My Phone – Technology & Entertainment** Mi vida, mi móvil / ¿Qué tipo de música te gusta? / Me gustan las comedias: technology and social media vocabulary, opinions on music and film genres, ¿Qué hiciste ayer?: preterite tense continued **Module 3: Let's Eat! – Food & Drink** ¿Qué te gusta comer? / ¿Qué desayunas?: food and drink vocabulary, breakfast, present tense verbs, En el restaurante: ordering food, restaurant role-play, ¿Qué vamos a comprar?: near future tense (ir + a + infinitive), shopping for food, working with three tenses together.	**Module 4: What Shall We Do? – Making Plans** Inviting someone out, making excuses / giving reasons, telling the time; near future tense (ir + a + infinitive) **Getting Ready & Clothes** ¿Cómo te preparas?: reflexive verbs, daily routine; ¿Qué vas a llevar?: clothes, colours and agreement, near future tense

Assessment	Continuous in-lesson AfL, paired speaking practice, unit vocabulary and grammar tests, end-of-module test (reading, writing, listening, speaking)	Continuous in-lesson AfL, paired speaking practice, unit vocabulary and grammar tests, end-of-module test (reading, writing, listening, speaking)	Continuous in-lesson AfL, role-play speaking assessment (making plans), unit vocabulary and grammar tests, end-of-module test (reading, writing, listening, speaking)

Curriculum Plan – 2026-27

Subject: Music
Year: 8
Exam Board: N/A
Syllabus Code: N/A

	Term 1	Term 2	Term 3
Content	**Unit 1: Carnatic Music** • Konnakol • Cross-rhythms • Pulse and metre • DAW/recording skills **Unit 2: Punk Rock** • Guitar and bass technique • Ensemble work • Performance skills	**Unit 3: Minimalism** • Repetition/ostinati • Composing with limitations • Classic works • Minimalism in electronic music • Drones/ tape loops • Composition project **Unit 2: Romantic Music** • Composition • Musescore notation • Developing harmonic understanding	**Unit 5: Salsa Music** • Rhythm and groove • Piano skills • Ensemble skills **Unit 6: Songwriting** • Diatonic chords • Chord progressions • Lyric writing • Verse and Chorus • Ensemble Skills • Bass guitar and drumkit technique • Hook writing
Assessment	**Unit 1:** Formative testing through small group work **Unit 2:** Composition. performance, evaluation	**Unit 3:** Composition evaluation **Unit 4:** Performance evaluation + Compositions	**Unit 5:** Small group performances. Whole class performance **Unit 6:** Formative assessments, performance and evaluation

Curriculum Plan – 2026-27

Subject: English
Year: 8

	Term 1	Term 2	Term 3
Content	**Refugee Crisis/Poetry from other cultures:** • 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 **Reading:** • 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	**The Woman in Black** • 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 **Reading:** • Identify a range of literary devices • Analyse multiple connotations of key words and phrases	**A View from the Bridge** • 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 **Reading** • Identify a range of literary devices • Analyse connotations of key words and phrases • Apply contextual knowledge to analysis • Use evidence clearly to support point

	• comment on both the poet and the speaker • Approach a poem and deconstruct it through specific methods **Writing:** • 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	• 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 **Writing** • 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	• Give a viewpoint through a clear thesis statement • Comment on reader emotions in different time periods • Discuss multiple interpretations **Writing** • 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
Assessment	• MCQ • Extended writing • End of unit assessment	• MCQ • Extended writing • End of unit assessment	• MCQ • Extended writing • End of unit assessment

Curriculum Plan – 2026-27

Subject: Geography
Year: 8

	Term 1	Term 2	Term 3
Content	**Unit 1: Oceans** • World oceans • The importance of the oceans • Ocean currents • Coral reef importance, threats and management • Oil spills • Overfishing • Ocean plastic • Sustainable management of the oceans ***Skills:*** *photograph analysis, data presentation, evaluation*	**Unit 2: Population** • Population growth • Uneven population distribution • Population challenges in Bangladesh • Global fertility rates • The demographic transition model • Impacts of population growth • Causes and impacts of migration • Ageing vs. youthful populations ***Skills:*** *research, evaluation, data presentation, source analysis*	**Unit 3: Rivers** • The water cycle • Features of the drainage basin • Processes of the river • How the river changes downstream • Causes and impacts of flooding • Managing the flood risk • Sustainable river management • Conducting fieldwork around rivers and flooding ***Skills:*** *map reading, cartography, data presentation.*
Assessment	Creative tasks Short answer exam-style questions	Creative tasks Short answer exam-style questions	Short answer exam-style questions Fieldwork process

Curriculum Plan – 2026-27

Subject: History
Year: 8

	Term 1	Term 2	Term 3
Content	**Unit 1: How Did World Empires Grow?** • Colonisation of the Americas • Columbian Exchange • Atlantic Slave Trade **Unit 2: How Did States Increase Their Power?** • Gunpowder Empires • Ming and Qing China • Wars of Religion **Unit 3: How Did Modern Ideas Develop?** • Renaissance • Scientific Revolution and Enlightenment *Skills: causation, significance, consequence, source analysis, chronology, comparison.*	**Unit 4: How Did Modern Societies Develop?** • Industrial Revolution • French Revolution • Colonisation of Africa and Asia **Unit 5: How Were Old Orders Challenged?** • Nationalism • Women's Rights project ***Skills:*** *consequence, causation, enquiry, evidence use.*	**Unit 6: How Have People Fought for Equality?** • Women's Suffrage • Russian Revolution • End-of-year revision ***Skills:*** *source analysis, consequence, comparison.*

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 – 2026-27

Subject: Mandarin Native
Year: Y8

	Term 1	Term 2	Term 3
Content	• 《皇帝的新装》 • 《女娲造人》 • 《寓言四则》 • 《秋天的怀念》 • 《散步》 • 《世说新语》二则 • 《猫》 • 《狼》 • 《诫子书》 • 《论语十二章》 • 《往事依依》 • 《从百草园到三味书屋》	• 《春》 • 《济南的冬天》 • 《紫藤萝瀑布》 • 《雨的四季》 • 《外国诗二首》 • 《阿长与山海经》 • 《山地回忆》 • 《卖油翁》	• 《木兰诗》 • 《孙权劝学》 • 《活版》 • 《短文两篇》 • 《驿路梨花》 • 《带上她的眼睛》 • 《有为有不为》
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 – 2026-27

Subject: Mandarin
Year: 8&9 level 3

	Term 1	Term 2	Term 3
Content	**Topic 1:** Appearance-Book3 **Mid-Autumn Festival** Appearance-Book4 **Topic 2:** Occupations-Book3 Occupations -Book4 **Revision**	**Chinese New Year** **Topic 2:** Occupations -Book5 **Topic 3:** School-Book3 School-Book4 **Revision**	**Topic 3:** School-Book4 **Topic 4:** Personality-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 – 2026-27

Subject: Mandarin
Year: 8&9 level 4

	Term 1	Term 2	Term 3
Content	**Topic 1:** *A Happy Chinese Family* **Mid-Autumn Festival** **Topic** *2*: *Dietary Guidance for Teenagers / Nutritional Guidance for Adolescents* **Topic 3:** *Life at a Boarding School* **Revision**	**Chinese New Year** **Topic 1:** *An Unforgettable Off-Campus Activity Week* **Topic 2:** *A Trip to the Great Wall* **Revision**	**Topic 1:** *Celebrating the Spring Festival at an Exchange Student's Home* **Topic 2:** *The Pros and Cons of Social Media* **Topic 3:** *Middle School Students Shouldn't Neglect Any Subject* **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 – 2026-27

Subject: Computing
Year: 8

	Term 1	Term 2	Term 3
Content	**Networks** • Types of networks • Network hardware • Sending data across a network • Basic protocols **Graphic Design** • Basic tools • Logos, illustrations and icons • Design choice justifications and reflections	**Web-app development** • HTML (formatting text, tables, images) • CSS (colours, styles) **Mobile-app development** • JavaScript • Variables • Functions • Event-driven programming	**Binary and logic** • Binary number systems • Number conversions • Hexadecimal • Data representation (text, images and sound) • Logic gates and circuits
Assessment	Quiz Skills Project	Skills Projects	Quizzes

Curriculum Plan – 2025-26

Subject: Art
Year: 8

	Term 1	Term 2	Term 3

Britannica International School Shanghai
Curriculum Plan Year 8

Content	**<u>Global Identity</u>** • Observation of patterns, proportion, and structures from global sources. • Symmetry, tone, and composition in mandalas, Kente designs, and Wycinanki; analysis of form in Yoruba masks and Aivazovsky's realism. • Use of pattern, repetition, and balance to interpret cultural identity through drawing. Looking at art from around the world and linking to the lives of students. We will take particular notice to art from South Asia, Central and West Africa, and Eastern Europe. ***Skills:*** *Accuracy and drawing from life, Media and mark-making, Habits of developing work,*	**<u>Typography</u>** • Understanding how to construct each letter and number in a way that can then be changed to suit any style. • Accuracy in drawing clear letters and numbers. • Ability to use and transform letters to convey visual imagery. Investigation and development of lettering styles and fonts in typography and then applying these skills to convey a message or work that represents the students themselves. This will be developed using construction, relief and 3D skills. ***Skills:*** *Accuracy and drawing from life, Media and mark-making, Habits of developing work,*	**<u>Natural Forms</u>** • Students will refine their observational skills by drawing from life, focusing on proportion, texture, and tone. Studies of skulls, plants, and organic objects will build accuracy and understanding of natural structure. • Inspired by the symbolic use of nature in Georgia O'Keeffe's work, students will also explore how colour and composition can express mood and meaning within their own artwork. • Inspired by the photography of Karl Blossfeldt, students will explore construction techniques and create sculptural pieces using mixed media. Exploring natural forms through charcoal and contact printing, examining the work of Karl Blossfeldt and Georgia O'Keefe. Leading to Mixed media 3D abstract sculptures. ***Skills:*** *Accuracy and drawing from life, Media and mark-making, Habits of developing work,*
Assessment	Continuous and practical Assessment Baseline assessment Internal taxonomy sheet.	Continuous and practical Assessment	Continuous and practical Assessment End of year assessment

Curriculum Plan – 2026-27

Subject: Science
Year: 8

Britannica International School Shanghai
Curriculum Plan Year 8

	Term 1	Term 2	Term 3
Content	**Body Systems** • Digestive System • What's in our Food? • Circulatory System • Respiratory System • Aerobic and Anaerobic Respiration **Atoms and Particles** • Atoms, Elements and Compounds • The Periodic Table • The Modern Periodic Table • Compounds and Chemical Reactions • Mixtures • Changing State	**Light and Sounds** • Straight-Line Light • Materials • Mirrors • Refraction • The Visible Spectrum • Seeing Sounds • How Sound Travels **Heat and Magnetism** • Heat • Warming up and Cooling Down • Thermal Conductors and Insulators • Expansion and Contraction • Convection, Conduction and Radiation • Magnets and Magnetic Forces • Electromagnetism	**Ecology** • Interdependence • Photosynthesis • Plant Adaptations • Food Chains, Webs and Pyramids • Bioaccumulation • Habitats • Habitat Change **Rocks** • Sedimentary, Igneous and Metamorphic rocks • The Rock Cycle • Weathering
Assessment	Practical assignments / Mid-unit assessments / End of Unit Tests	Practical assignments / Mid-unit assessments / End of Unit Test	Practical assignments / Mid-unit assessments / Research Tasks / End of Unit Tests

Curriculum Plan 2026-2027

Subject: Physical Education
Year: 8/9

Britannica International School Shanghai
Curriculum Plan Year 8

Year Group	Term 1	Term 2	Term 3
8A & 9A	**Block 1** **Swimming** • 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). **Block 2** **Invasion Games** Sports could include Football, Basketball, Netball and Hockey. • Passing/Receiving. • Dribbling. • Shooting. • Tactical Awareness. • Match Fitness. • Rules and Regulations. • Gameplay.	**Block 3** **Athletics** • Running Events – 100m/200m/400m/1500m. • Jumping Events – Long Jump/Triple Jump/High Jump. • Throwing Events – Javelin/Discus/Shot Putt. **Block 4** **Net/Wall** • Racket Shot Techniques. • Movement and positioning on the court. • Tactical Awareness. • Rules and Regulations. • Match Fitness. • Singles and Doubles Gameplay.	**Block 5** **Health Related Exercise** • Fitness Testing (Circuit Training/Continuous Training/Multi Stage Fitness Testing). • Muscles/Bones. • Components of Fitness. • Skill Related Fitness. • Knowledge and understanding. **Block 6** **Striking and Fielding** • Throwing/Catching/Bowling. • Batting. • Fielding. • Tactical Awareness. • Rules and Regulations. • Team/Social Building. • Match Fitness. • Gameplay.
Assessment	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
	Block 1 **Athletics**	**Block 3** **Invasion Games**	**Block 5** **Net/Wall** • Racket Shot Techniques.

8B & 9B	• Running Events – 100m/200m/400m/1500m. • Jumping Events – Long Jump/Triple Jump/High Jump. • Throwing Events – Javelin/Discus/Shot Putt. **Block 2** **Swimming** • 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).	Sports could include Football, Basketball, Netball and Hockey. • Passing/Receiving. • Dribbling. • Shooting. • Tactical Awareness. • Match Fitness. • Rules and Regulations. • Gameplay. **Block 4** **Striking and Fielding** • Throwing/Catching/Bowling. • Batting. • Fielding. • Tactical Awareness. • Rules and Regulations. • Team/Social Building. • Match Fitness. • Gameplay.	• Movement and positioning on the court. • Tactical Awareness. • Rules and Regulations. • Match Fitness. • Singles and Doubles Gameplay. **Block 6** **Health Related Exercise** • Fitness Testing (Circuit Training/Continuous Training/Multi Stage Fitness Testing). • Muscles/Bones. • Components of Fitness. • Skill Related Fitness. • Knowledge and understanding.
Assessment	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 – 2026-27

Britannica International School Shanghai
Curriculum Plan Year 8

Subject: Mathematics

Year: 8

	Term 1	Term 2	Term 3
Content	**Consolidation** Recap on previous Y6 and Y7 units: Number and place value, fractions, FDP, Algebra, Primes, LCM HCF, ratio and proportion, measurement and geometry, angles and coordinates and algebra. **Statistics** Collecting Data, Questionnaires, Frequency tables,2 way tables, Pictograms, Bar Charts, Pie Charts, Scatter Diagrams **Number** Rates/conversions, Box method ratios, Direct Proportion, Inverse proportion.	**Statistics 2** Mode/Mean/Median/Range, using Frequency tables, Grouped Data, Cumulative Frequency. **Number 2** Rounding to DP and SF, Upper and Lower Bounds, Standard Form.	**Algebra** Recap on equations, Simultaneous equations, solving inequalities **Geometry** Recap on angles, Bearings, Scale factors, Similar shapes.
Assessment	Continual in lesson AFL, 3 unit tests per unit, EoT test	Continual in lesson AFL, 3 unit tests per unit, EoT test	Continual in lesson AFL, 3 unit tests per unit, EoT test