

BRITANNICA INTERNATIONAL SCHOOL, SHANGHAI

Curriculum Plan

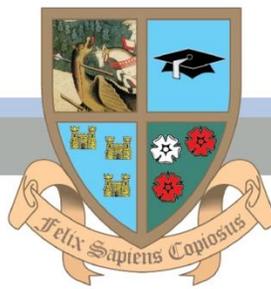
Academic Year 2022-23

Subject: Mathematics

Year: 8

	Term 1	Term 2	Term 3
	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 and an end of year test





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Curriculum Plan

Academic Year 2022-23:

Subject: Mandarin Level1

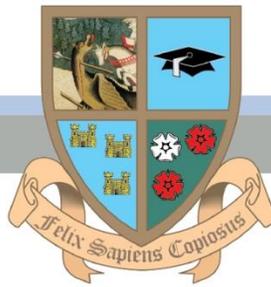
Year: KS3

Exam Board:

Syllabus Code:

	Term 1	Term 2	Term 3
	Revision: Pinyin Revision: Numbers and Basic strokes Revision: Greetings and dates Age Telephone Numbers Family members Self-introduction Occupations	Chinese New Year Time expression Daily routines Means of Transportation	Colours Clothing Body parts Countries, Languages 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.





BRITANNICA INTERNATIONAL SCHOOL, SHANGHAI

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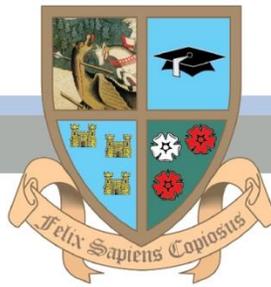
Academic Year 2022-2023

Year: KS3

Subject: Mandarin Level 2

	Term 1	Term 2	Term 3
	Countries, Languages Subjects of study Making phone calls Weather Seasons Sickness	Hobby (1): Music Hobby (2): Sports Hobby (3): Dance Chinese New Year	Vegetables and Fruits Three meals a day Eating out House 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.





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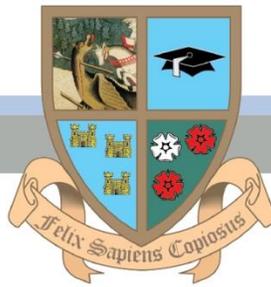
Academic Year 2022-2023

Subject: Mandarin Level 3

Year: KS3

	Term 1	Term 2	Term 3
	1. Hobby (1) 2. Hobby (2) 3. Foods (1) 4. Foods (2) 5. Foods (3)	1. Chinese New Year 2. Seasons 3. Weather	1. Weather 2 2. Travelling 1 3. Travelling 2 4. 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.





BRITANNICA INTERNATIONAL SCHOOL, SHANGHAI

Curriculum Plan

Academic Year 2022-23:

Subject: Mandarin Level 4

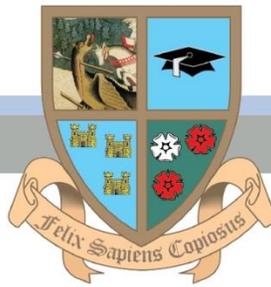
Exam Board:

Year: KS3

Syllabus Code: ESTC

	Term 1	Term 2	Term 3
	School School course Study tour	Chinese New Year Family Youth life	Peer pressure The internet Technology and Education
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.





BRITANNICA INTERNATIONAL SCHOOL, SHANGHAI

Curriculum Plan

Academic Year 2022-23:

Subject: Y8 Mandarin Native

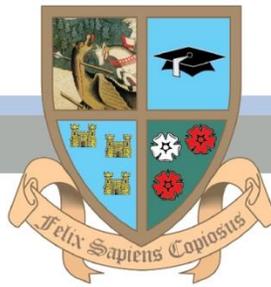
Year: Y8

Exam Board:

Syllabus Code:

	Term 1	Term 2	Term 3
	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 复习	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 复习	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 总复习
Assessment	期中测试	学期测试	期末测试





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Curriculum Plan

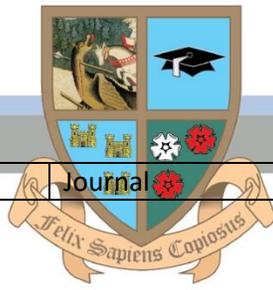
Academic Year 2022-23

Subject: Art & Design

Year: 8

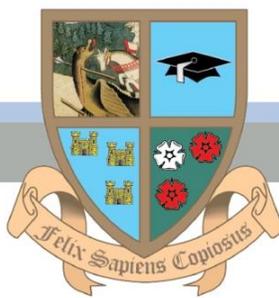
	Term 1	Term 2	Term 3
	<p>DIFFERENT CULTURES In this unit students will have the opportunity to work with textile materials and learn sewing skills using different threads and stitches. Students will learn the running stitch, the continuous line stitch, the cross stitch and the L-stitch. They will use their colour theory knowledge and what they've learned of textiles to create a bright, bold, coloured piece of work. They will also have the opportunity to learn about work and art styles from other countries and cultures. They will learn how to make a 3D textile piece of art work.</p>	<p>PORTRAITS Students will have the opportunity to learn, in detail, how to draw portraits both technically and skilfully. They will develop their pencil tonal skills and their ability to draw what they see. They will learn a new way of drawing, by breaking up the image into a grid and copying one square at a time. They will research Chuck Close and look at his work. They will learn ways of working with colour using different mediums including paint, coloured pencils and pastels. Students will have the opportunity to develop their skills and knowledge of making colours using only the primary colours, black and white. Students will also learn how to create one complete portrait using their chosen medium to make a highly skilled final piece with correct proportions and use of colour.</p>	<p>INVENTIONS This unit is designed to further develop observational drawing skills and to extend students' experience of materials and processes. They learn to draw from life and secondary sources, to increase their awareness of everyday life, and develop problem solving skills both theoretical (in terms of invention) and practical in terms of model making. Students will learn about the importance of creativity in design. To develop strong visual and communication skills together with the composition and presentation. They will work through a series of designs from initial brainstorm to scale model, incorporating evidence of development and experimentation of process. They are required to analyse and evaluate their own and others' work, focusing on the visual communication, and the creative use of materials.</p>
Assessment	Practical Assessment	Practical Assessment	Practical Assessment





	Journal	Journal	Journal
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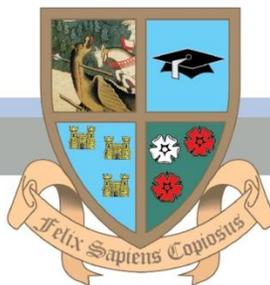
Academic Year 2022-23:

Subject: Humanities

Year: 8

History	Term 1	Term 2	Term 3
	<p>Unit 1: The 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 Focus: Analysing change and continuity over time, analysing similarities and differences across historical contexts, exploring significance of events in History and their consequences.</i></p>	<p>Unit 2: The 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? • Lenin's Russia <p><i>Skills Focus: Analysing causes and consequences, evaluating significance of events and individuals.</i></p>	<p>Unit 3: From to Slavery to Civil Rights</p> <ul style="list-style-type: none"> • The middle passage • Slavery in America • People of colour in the Wars of Independence and Civil War • The 13th Amendment • Jim Crow Laws and Segregation • The Ku Klux Klan • The NAACP • Martin Luther King and the Civil Rights Movement • Black Lives Matter <p><i>Skills Focus: Exploring continuity and change over time, analysing values, beliefs and decision making across historical contexts, evaluating similarities and differences between contexts.</i></p>
Assessment	Unit 1: End of unit test and poster.	Unit 2: End of unit test and short-form responses.	Unit 3: End of unit test and essay-style responses.

Geography	Term 1	Term 2	Term 3
	<p>Unit 1: Oceans and Coasts</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><i>Skills Focus: Exploration of human processes and their impact on the environment, identify and evaluation solutions to global issues</i></p>	<p>Unit 2: Sustainability Project</p> <ul style="list-style-type: none"> • Research factors reducing the sustainability of human communities. • Research factors enhancing the sustainability of human communities. • Identifying potential sustainability solutions for an artificial community. <p><i>Skill Focus: Group collaboration and research of factors hampering and enhancing sustainability.</i></p>	<p>Unit 3: 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><i>Skills Focus: Analysis of human processes and their consequences, analysing human behaviour within the environments they live in.</i></p>
Assessment	Unit 1: End of unit test and poster.	Unit 2: Sustainability project.	Unit 3: End of unit test and research/presentation.



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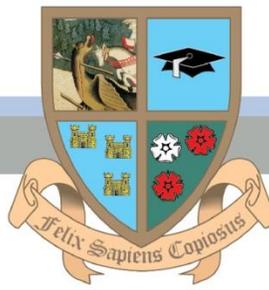
Academic Year 2022-23:

Subject: Music
Exam Board: N/A

Year: 8
Syllabus Code: N/A

	Term 1	Term 2	Term 3
	<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 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>





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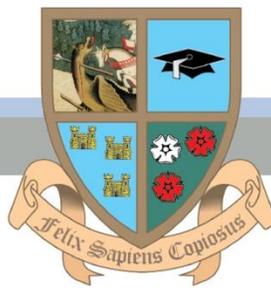
Academic Year 2022-23

Subject: Computer Science

Year: Year 8

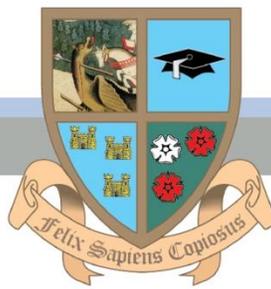
	Term 1	Term 2	Term 3
	<p>Desktop Publisher:</p> <ul style="list-style-type: none"> • Advanced word processing skills. • Create documents for a particular purpose. 	<p>Introduction to programming</p> <ul style="list-style-type: none"> • Use the programming tool Blockly to control a screen image. • Write instructions and sets of procedures using standard commands. • Make use of repeat function to create a game with multiple levels of complexity. 	<p>Animation:</p> <ul style="list-style-type: none"> • Produce, edited an animation with computer software and hardware. • Publish a finished animation with a specific audience in mind.
	<p>Algorithms:</p> <ul style="list-style-type: none"> • Understand algorithms. • Create an algorithm. • Analyze and correct. • Use Blockly to create functioning Algorithms. 	<p>Web 2.0</p> <ul style="list-style-type: none"> • Understand and interact with a variety of 2.0 Tools. 	<p>Fundamentals of the internet:</p> <ul style="list-style-type: none"> • Understand and contextualize terms associated with the internet. • HTTPS. • ISP. • Intranet. • URL. • FTP. • cloud-based storage. • Evidence knowledge of the advantages and disadvantages of using the internet,





			<ul style="list-style-type: none"> • Internet search • Evaluate the reliability of information found on the internet.
	<p>Introduction to programming – Python:</p> <ul style="list-style-type: none"> • Create simple text-based programs using the Python programming language. • Understand the concepts of variables and values. 	<p>Animation:</p> <ul style="list-style-type: none"> • Create animation loops. • Make use of onion skins. • Show awareness of time lapse techniques. 	<p>Dynamic On-Line Publishing:</p> <ul style="list-style-type: none"> • Understand and interface with a dynamic online CMS • Create web ready content. • Understand the safety issues with interactive dynamic online content.
Assessment	Formative/ Summative End of Unit Tests. End of Term Exam	Formative/ Summative End of Unit Tests. End of Term Exam	Formative/ Summative End of Unit Tests. End of Term Exam





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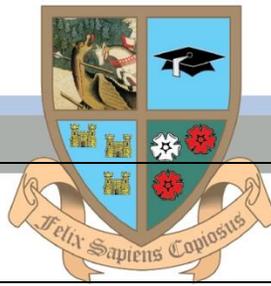
Academic Year 2022-23

Subject: English

Year: 8

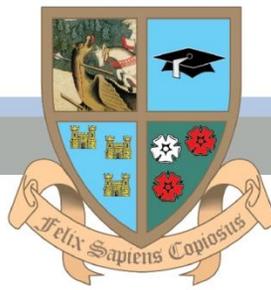
	Term 1	Term 2	Term 3
	<p>Transactional Writing</p> <p>Students recall and improve upon transactional writing skills using content from the European Migrant Crisis. Students read and create diaries, speeches, reviews, leaflets, opinion pieces and reports.</p> <ul style="list-style-type: none"> Extended writing <ul style="list-style-type: none"> Writing to persuade Writing to inform Writing to advise Writing to argue Reading comprehension Summary skills Vocabulary building Debate <p>Poetry from Different Cultures</p> <p>Students read, analyse and compare a range of diverse poems. Students further their analysis skills through their reading, debate and essay crafting.</p> <ul style="list-style-type: none"> Reading comprehension Language analysis Analysis construction Structural analysis Poetic device focus Form identification Comparison Contextual analysis 	<p>Gothic: The Woman in Black (Analysis)</p> <p>Students are introduced to the Gothic genre and study a novel in depth, focussing on their reading comprehension and reading analysis. This is supplemented by thematic debates to explore moralistic issues.</p> <ul style="list-style-type: none"> Identifying Gothic conventions Analysing Gothic conventions Analysing language devices (metaphor; simile; personification; alliteration, etc.) Analysing structure Debate Reading comprehension Summary skills <p>Gothic: Creative Writing</p> <p>Students study two famous Gothic extracts in depth to explore using sentence structure and punctuation for creative effect. They will focus on creating their own Gothic settings and characters. Students aim to deepen their understanding of the genre conventions from the previous six weeks into their own creative pieces.</p> <ul style="list-style-type: none"> The Tell-Tale Heart (punctuation and sentence structure for effect) Frankenstein (characterisation: implicit, explicit, physiognomic) Debate Vocabulary building Structuring an effective description Embedding Gothic conventions 	<p>A Midsummer Night's Dream</p> <p>Students conclude their year with the study of Shakespeare's 'A Midsummer Night's Dream'. There will be a drama, debate and language analysis focus to their study.</p> <ul style="list-style-type: none"> Whole text analysis Theme identification and analysis Single word analysis Structure analysis Form analysis Debate Multiple interpretation Performance <p>A Midsummer Night's Dream</p> <p>Students conclude their year with the study of Shakespeare's 'A Midsummer Night's Dream'. There will be a drama, debate and language analysis focus to their study.</p> <ul style="list-style-type: none"> Whole text analysis Theme identification and analysis Single word analysis Structure analysis Form analysis Debate Multiple interpretation Performance
Assessment	<ul style="list-style-type: none"> End of Unit Tests Multiple Choice Quizzes 	<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





	<ul style="list-style-type: none">• Extended Writing		<ul style="list-style-type: none">• Multiple Choice Quizzes• Extended Writing
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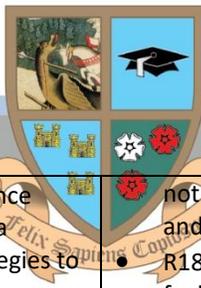
Curriculum Plan Academic Year 2022-2023

Subject: PSHE

Year: 8

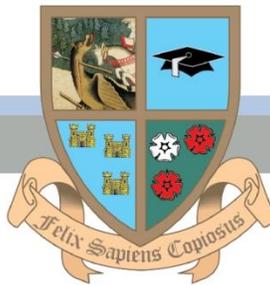
<u>Year Group</u>	<u>Term 1</u> <u>Health & Wellbeing</u>	<u>Term 2</u> <u>Relationships</u>	<u>Term 3</u> <u>Living in the Wider World</u>
8	<p>Self-Concept:</p> <ul style="list-style-type: none"> H3. the impact that media and social media can have on how people think about themselves and express themselves, including regarding body image, physical and mental health H4. simple strategies to help build resilience to negative opinions, judgements and comments <p>Mental Health and emotional wellbeing:</p> <ul style="list-style-type: none"> H8. the link between language and mental health stigma and develop strategies to challenge stigma, myths and misconceptions associated with help-seeking and mental health concerns H9. strategies to understand and build resilience, as well as how to respond to disappointments and setbacks <p>Healthy Lifestyles:</p> <ul style="list-style-type: none"> H16. to recognise and manage what influences their choices about physical activity H17. the role of a balanced diet as part of a healthy lifestyle and the impact of unhealthy food choices 	<p>Positive Relationships:</p> <ul style="list-style-type: none"> R3. about the similarities, differences and diversity among people of different race, culture, ability, sex, gender identity, age and sexual orientation R4. the difference between biological sex, gender identity and sexual orientation R5. to recognise that sexual attraction and sexuality are diverse <p>Bullying, Abuse and Discrimination:</p> <ul style="list-style-type: none"> R38. to recognise bullying, and its impact, in all its forms; the skills and strategies to manage being targeted or witnessing others being bullied R39. The impact of stereotyping, prejudice and discrimination on individuals and relationships <p>Forming and maintaining respectful relationships</p> <ul style="list-style-type: none"> R17. strategies to identify and reduce risk from people online that they do 	<p>Learning Skills:</p> <ul style="list-style-type: none"> L3. to set realistic yet ambitious targets and goals L4. the skills and attributes that employers value <p>Choices and Pathways:</p> <ul style="list-style-type: none"> L8. about routes into work, training and other vocational and academic opportunities, and progression routes L9. the benefits of setting ambitious goals and being open to opportunities in all aspects of life <p>Media Literacy and Digital Resilience:</p> <ul style="list-style-type: none"> L22. the benefits and positive use of social media, including how it can offer opportunities to engage with a wide variety of views on different issues L23. to recognise the importance of seeking a variety of perspectives on issues and ways of assessing the evidence which supports those views L24. to understand how the way people present





	<ul style="list-style-type: none"> • H18. what might influence decisions about eating a balanced diet and strategies to manage eating choices <p>Managing Risk and Personal Safety:</p> <ul style="list-style-type: none"> • H31. ways of assessing and reducing risk in relation to health, wellbeing and personal safety • H32. the risks associated with gambling and recognise that chance-based transactions can carry similar risks; strategies for managing peer and other influences relating to gambling 	<ul style="list-style-type: none"> • not already know; when and how to access help • R18. to manage the strong feelings that relationships can cause (including sexual attraction) • R19. to develop conflict management skills and strategies to reconcile after disagreements R20. to manage the influence of drugs and alcohol on decision-making within relationships and social situations 	<p>themselves online can have positive and negative impacts on them</p>
<p><u>Assessment</u></p>	<p>Teacher Observations. Peer-Assessment. Self-Assessment. Q&A.</p>	<p>Teacher Observations. Peer-Assessment. Self-Assessment. Q&A.</p>	<p>Teacher Observations. Peer-Assessment. Self-Assessment. Q&A.</p>





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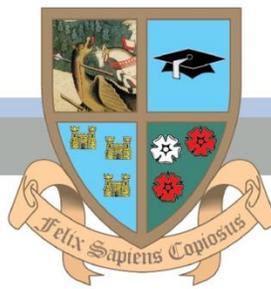
Curriculum Plan Academic Year 2022-2023

Subject: Science

Year: 8

	Term 1	Term 2	Term 3
	<p>Body Systems</p> <ul style="list-style-type: none"> • Digestive System • What's in our Food? • Circulatory System • Respiration <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>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>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>KS3 Anything That Floats Engineering Competition</p>	<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
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





BRITANNICA INTERNATIONAL SCHOOL, SHANGHAI

Curriculum Plan Academic Year 2022-2023

Subject: Physical Education

Year: 8 and 9

Year Group	Term 1	Term 2	Term 3
8 and 9	<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>	<p>Teacher Observations. Peer-Assessment. Self-Assessment. Video Analysis.</p>	<p>Teacher Observations. Peer-Assessment. Self-Assessment. Video Analysis.</p>	<p>Teacher Observations. Peer-Assessment. Self-Assessment. Video Analysis.</p>

