Curriculum Plan – 2026-27

Subject: Spanish
Year: 9

	Term 1	Term 2	Term 3
Content	**Module 1: Somos así – Likes & Key Verbs** Cosas que me molan: likes/dislikes revisited, irregular present tense verbs (ser, ir, hacer), with extra vocabulary mats and sentence builders for support **Mi Semana y Cartelera de Cine** Mi semana: weekly routine and days of the week; Cartelera de cine: talking about films, near future tense (ir + a + infinitive), definite/indefinite articles, with writing frames **Cumpleaños y Famosos** Un cumpleaños muy especial / Los famosos: describing a special birthday, describing famous people using known adjectives, consolidation of present and near future tenses	**Module 2: ¡Oriéntate! – Directions** Places in town, asking for and giving simple directions, imperatives (dobla, cruza, sigue), prepositions of place, with visual place-name mats **Daily Routine** ¿Cómo es un día típico?: reflexive verbs, daily routine vocabulary, time expressions, frequent revisiting and short retrieval-practice starters to embed vocabulary, consolidation of module 1 and 2 vocabulary and grammar before assessment.	**Module 3: En Forma – Healthy Living** ¿Llevas una dieta sana?: food and diet vocabulary, giving simple opinions on health, with sentence builders **Exercise, Routine & Ailments** Preparados, listos, ya / ¿Cuál es tu rutina diaria? / Muévete: reflexive verbs revisited, sports and exercise vocabulary; Me duele todo: doler + parts of the body, giving simple health advice

Assessment	Continuous in-lesson AfL, scaffolded paired speaking practice, short unit vocabulary tests with word banks, end-of-module test with sentence starters (reading, writing, listening, speaking)	Continuous in-lesson AfL, scaffolded paired speaking practice, short unit vocabulary tests with word banks, end-of-module test with sentence starters (reading, writing, listening, speaking)	Continuous in-lesson AfL, scaffolded speaking task (healthy living), short unit vocabulary tests with word banks, end-of-module test with sentence starters (reading, writing, listening, speaking)

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: Music
Year: 9
Exam Board: N/A
Syllabus Code: N/A

	Term 1	Term 2	Term 3
Content	**Unit 1: Balafon and Polyrhythm** • Origins and construction of the Balafon • Griot dynasties • Polyrhythmic percussion patterns • Polyphonic xylophone • Oral tradition • Ensemble skills • Whole class performance **Unit 2: Soul Music** • Extended chords • Chord progressions • Ensemble Skills • Improvising	**Unit 3: Ambient music** • Synthesis • Effects pedals and VSTs • Field recordings • Midi controllers • Drones and tape loops • Mic techniques • Algorithmic/ Generative music • Composition project **Unit 2: Songwriting** • Diatonic chords • Chord progressions • Lyric writing • Verse and Chorus • Ensemble Skills • Bass guitar and drumkit technique • Hook writing	**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** • 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, Small group work	**Unit 3:** Formative assessments **Unit 4:** Performance + Compositions	**Unit 5:** Composition **Unit 6:** End of unit test, folk music performance and evaluation

Curriculum Plan – 2026-2027

Subject: English
Year: 9

	Term 1	Term 2	Term 3
Content	**Descriptive & Narrative/War Poetry** • 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 **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 comment on both the poet and the speaker • Approach a poem and deconstruct it through specific methods • Identify tone in a poem **Writing:** • Use literary devices: personification, semantic field, • Use embedded clauses in sentences	**Animal Farm** • 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 **Reading:** • 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	**Macbeth:** • 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 **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 • Give a viewpoint through a clear thesis statement • Comment on reader emotions in different time periods • Discuss multiple interpretations

	• 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:** • 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:** • Creation of thesis statements • Write full essays with paragraphs which are coherent and thoughtful, including an introduction and conclusion
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: 9

	Term 1	Term 2	Term 3
Content	**Unit 1: Restless Earth** • The structure of the earth • Plate tectonic theory • Volcano features and types • Volcanic hazards and impacts • Living with volcanoes • Causes and impacts of earthquakes • Reducing the earthquake threat • Tsunamis ***Skills:*** *photograph analysis, data presentation, evaluation*	**Unit 2: Factfulness and the development gap** • Analysis of our world understanding • The overdramatic world view • Understanding different income levels • Improvements to standards of living • The threat of natural hazards on development • Climate change and human progress ***Skills:*** *research, evaluation, data presentation, source analysis*	**Unit 3: Urbanisation** • Identifying characteristics of urban and rural areas • Causes and impacts of urbanization • Urbanisation in Lagos, Nigeria • Challenges of urban growth • Counterurbanisation • Sustainable cities of the future ***Skills:*** *map reading, cartography, data presentation.*
Assessment	Short answer exam-style questions	Extended writing	Short answer exam-style questions Research project

Curriculum Plan – 2026-27

Subject: History
Year: 9

	Term 1	Term 2	Term 3
Content	**Unit 1: What Caused WWI?** • WWI causes • Franz Ferdinand • Trench features • Trench experiences **Unit 2: What Were the Outcomes of WWI?** • Battle of the Somme • Women in WWI • End of WWI • Outcomes of WWI **Unit 3: How Did WWII Start?** • WWII causes • Battle of Britain ***Skills:*** *causation, significance, consequence, source analysis, chronology, comparison, interpretations.*	**Unit 4: What Were the Outcomes of WWII?** • Operation Barbarossa • Pearl Harbor • Allies vs Axis • Turning Points • End of WWII • Outcomes of WWII **Unit 5: Why Do Genocides Happen?** • The Holocaust • Genocide project ***Skills:*** *consequence, causation, enquiry, evidence use.*	**Unit 6: How Did We Get Here?** • Cold War • Decolonisation • Information Age ***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 2026-2027

Subject: Physical Education

Year: 8/9

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.

Britannica International School Shanghai
Curriculum Plan Year 9

Year Group	Term 1	Term 2	Term 3
8B & 9B	**Block 1** **Athletics** • 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).	**Block 3** **Invasion Games** 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.	**Block 5** **Net/Wall** • Racket Shot Techniques. • 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

Subject: Computing
Year: 9

	Term 1	Term 2	Term 3
Content	**Network Threats** • Social Engineering • Malware • Hacking • Risk • Data protection and the value of data **Boolean Logic and Algorithms** • And, Or and Not gates • Logic circuits • Sorting and searching algorithms	**Physical Computing** • Microbits • Sensors • Input and output devices **Text-based Python (1)** • Variables • Selection • Iteration	**Text-based Python (2)** • Lists • String manipulation • Simple text game development
Assessment	Quiz Writing	Skills Projects	Skills Project

Curriculum Plan – 2025-26

Subject: Art
Year: 9

	Term 1	Term 2	Term 3
Content	**Architecture** • Observations of a wide variety of architecture styles • Studying artists who base their work around architecture and the built environment. • technical drawing with the basic rules of one- and two-point perspective to increase understanding of proportion, perspective, foreground and background. Understanding different styles of architecture from Roman to Gothic Architecture, whilst also studying artists that respond to the environment and architecture in different ways. students will explore a variety of techniques in the style of some of these artists, as well as understanding the basic rules behind one- and two-point perspective to eventually create a piece of work that reflects a mixture of different styles learned, using a building in their own community as the source for their own interpretation. ***Skills:*** *Accuracy and drawing from life, Media and mark-making, Habits of developing work, Understanding the work of artists.*	**Street Art – Portrait** • Exploring a very different style of Art inspired by Street and Graffiti Artists. • Individual techniques and materials use to the work they were looking at in the earlier project. • Creating stencils - so understanding how to simplify an image to create the stencil whilst still being able to identify the image. • Use of stencil FX App. Is Street Art (Graffiti) - Art or Vandalism?? leading on from architecture, we will take a look at artwork that appears 'on' architecture. We will ask the question is Graffiti / Street Art, Art of Vandalism? Understanding how a lot of Graffiti is used as social commentary on what is happening in societies both here in the UK but also abroad. Also, a place for creating beauty in less 'beautiful' environments. ***Skills:*** *Accuracy and drawing from life, Media and mark-making, Habits of developing work, Understanding the work of artists.*	**Close Ups** GCSE Style Project • Box work, focusing on creating Close Up images from observation. • Using viewfinders to focus in, on an area. • Creating abstract images from observational studies. • Focus on attention to detail. For this project, students will be investigating close up images and artists who specialise in close-up imagery. This will be combined with a range of skills that can be applied throughout the project that will be useful when it comes to developing their GCSE coursework projects in year 10 ***Skills:*** *Accuracy and drawing from life, Media and mark-making, Habits of developing work, Understanding the work of artists.*

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: 9

	Term 1	Term 2	Term 3
Content	**Health** • Micro-organisms • Infections • Immune response • Epidemiology • Microbes • Environmental Causes of Disease • Smoking, Alcohol and Drugs • Exercise **Metals and Reactivity** • 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** • Newton's Laws • Going Up, Coming Down • Terminal Velocity • Pressure • Moments **Sorting and Identifying** • How to group living organisms • Five Kingdom Model • Vertebrates and Invertebrates • Plants • Variation and Inheritance • Genes • Selective Breeding	**Chemical Reactions** • Chemical Reactions • Exothermic and Endothermic Reactions • Energy from Fuels • Environmental Damage • Combustion • Oxidation • Acids and Metal Carbonates • Making Salts • Conservation of Mass **Energy and Electricity** • 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 – 2026-27

Subject: Mathematics
Year: 9

	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