BRITANNICA INTERNATIONAL SCHOOL, SHANGHAI

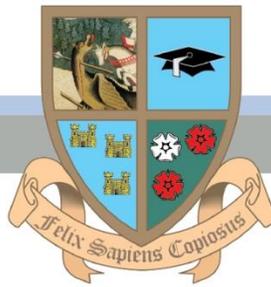**Curriculum Plan**   **Academic Year 2022-23**

Subject: Mathematics   **Year**: 9

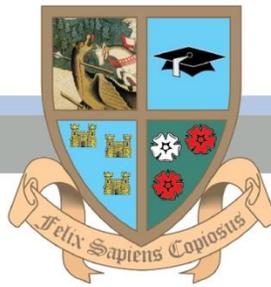|	Term 1	Term 2	Term 3
	Calculating Algebraic Proficiency Visualising and Constructing Proportional Reasoning Patterns Solving Equations and Inequalities	Conjecturing Combinatorics Calculating Space Algebraic Proficiency	Solving equations and Inequalities Understanding Risk Presentation of Data Project
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 year test

Curriculum Plan

Academic Year 2022-23:

Subject: Mandarin Level1   **Year**: KS3

	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.

Curriculum Plan

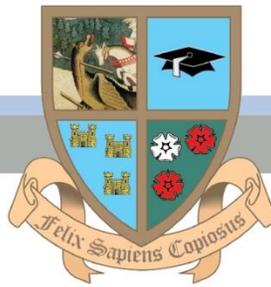**Academic Year 2022-2023**   **Year: KS3**
Subject: Mandarin Level 2

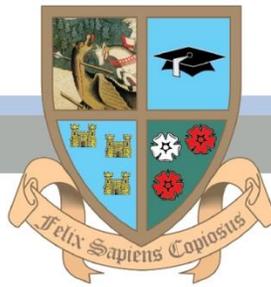|	Term 1	Term 2	Term 3
	Countries, Languages Subjects of study Making phone calls Weather Seasons Sickness	Hobby (1): Music Hobby (2): Sports Hobby (3): Dance Chinese New Year	Vegetables and Fruits Three meals a day Eating out House Dragon Boat Festival
Assessment	Formative assessment on each topic. 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.

Curriculum Plan   **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.

Curriculum Plan

Academic Year 2022-23:

Subject: Mandarin Level 4   **Year**: KS3
**Exam Board:**   **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.
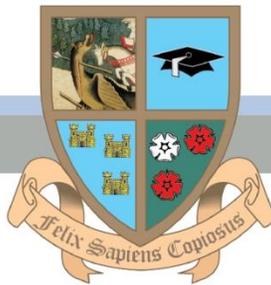
Curriculum Plan

Academic Year 2022-2023

Subject: Native Chinese   **Year: Y9**

	Term 1	Term 2	Term 3
	记叙文之人物描写	散文借景抒情	散文借景抒情
	《藤野先生》	《白杨礼赞》	《壶口瀑布》
	《回忆我的母亲》	《安塞腰鼓》	《一滴水经过丽江》
	《背影》	《昆明的雨》	议论文+讨论性文体
	《社戏》		《应有格物致物的精神》
		故事类古文	说明类古文
	故事类古文	《桃花源记》	
	《周亚夫细柳》	写景类古文	《核舟记》
	《石壕吏》	《三峡》	议论性古文
			《马说》
			《孟子》
Assessment	单元练习 总结性综合考试	单元练习 总结性综合考试	单元练习 总结性综合考试
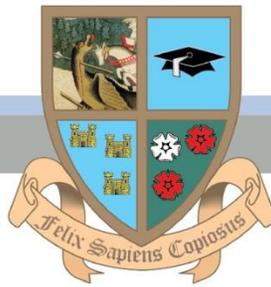
Curriculum Plan   **Academic Year 2022-23**

Subject: Art & Design   **Year**: 9

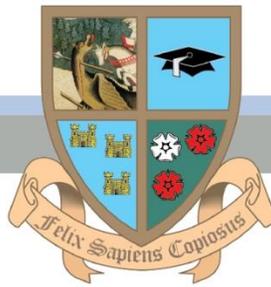|	Term 1	Term 2	Term 3
	SEWING LANDSCAPES In this unit the students learn basic sewing techniques, how to cut patterns and sew and stuff pieces. For a final piece the students sew a landscape piece with cloth. Students will still continue to practice sketching in sketch journals.	**POSTER DESIGN** This unit introduces students to the idea of working to a set theme and encourages a personal response to the project. It introduces a range of techniques and focuses on the meanings created by images. The themes are chosen to encourage students to consider topical issues and to create a positive response to these. They are also topics covered in citizenship. Presentation skills are developed, as are analysis and evaluation skills.	**URBAN LANDSCAPES** Students will learn through the study and reflection of work by contemporary and traditional artists who have looked at the theme of Urban Landscape and make their own work based on this theme. Pupils will be able to extend this project to street art and its place in society. Discussions will be held about the legality, popularity and moving street art into galleries.
Assessment	Practical Assessment Journal	Practical Assessment Journal	Practical Assessment Journal

Curriculum Plan   **Academic Year 2022-23**

Subject: Spanish   **Year**: 9

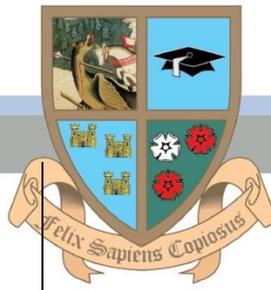|	Term 1	Term 2	Term 3
	Phonics, Pronunciation practice, Cognates, Pronouns, Classroom Talk, Sentence-Building, Alphabet, Spelling Bee, Memory, Countries, SER, Odd One Out, Group Talk, Nationalities, HABLAR, Languages, Autonomy & using the student booklet, Where you live, VIVIR, Personal ID Revision, Role Play Presentations, Peer-Assessed Speaking, Reading Assessment, Writing Assessment, Dictionary Skills, Describing Places, Find Someone Who, letters, Christmas	Classroom Talk, Animals, Definitions, Odd One Out, Group Talk, TENER, adjective endings, colours, Family, Describing a picture, Physical description, Revision, CREATE - active learning, School subjects, GUSTAR, Opinions, Reading skills, Radical-changing verbs (PREFERIR), Telling the time, Timetables, Food & Drink.	Students will continue describing school, Travel and transport, Logic puzzles, Future Plans (IR + infinitive), Plans for Activities Week, Music module, Group Talk, Revision, Assessments, Sports & Freetime, GUSTAR + infinitive, Weather
Assessment	Use of the verb 'ser' and pronouns. Skills assessed.	Sentence-building. Skills assessed.	Use of cognates to work out the meaning. Skills assessed.

Curriculum Plan **Academic Year 2022-23**

Subject: Geography **Year: 9**

Term 1	Term 2	Term 3
Unit 1: Tectonics • Layers of the Earth and tectonic plates • Continental drift • Locating and Mapping Earthquakes • Tsunamis • Volcanoes *Skills Focus: Analysing physical processes, analysing the relationship between physical processes and societies.* **Unit 2: The Development Gap** • 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 *Skills Focus: Analysing human processes and their impact on societies, establishing empathy for different societies in different geographical contexts, comparing and contrasting the consequences of decision making and other global*	**Unit 3: Coasts** • Tides and waves • Erosion processes • Deposition Processes • Weathering • Climate change and coasts • Tourism • Coastal case studies • Coastal management decision making *Skills Focus: Acquisition of knowledge and key terms relating to the physical environment, understanding natural processes and global issues.*	**Unit 4: The Urban** • Causes of urbanization • Development and urbanization • Manchester and Kibera case study analysis • Sustainability in urban environments • Environmental issues • Biomes *Skills Focus: Analysing human processes and their impact on societies, establishing empathy for different societies in different geographical contexts.*

|			
	issues, analysing and evaluating geographical data.		
Assessment	**Unit 1:** End of Unit IGCSE style test **Unit 2:** Student presentations and written test	**Unit 3:** End of Unit IGCSE style test	**Unit 4:** Student presentation of sustainable city project (Canvas and Minecraft)
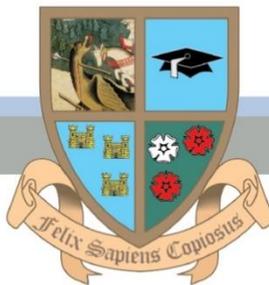
BRITANNICA INTERNATIONAL SCHOOL, SHANGHAI

Curriculum Plan

Academic Year 2022-23:

Subject: History   **Year**: 9

|	Term 1	Term 2	Term 3
	Unit 1: World War One - Long Term Causes of World War One - The assassination of Franz Ferdinand 1914 - World War One Propaganda - Trench Warfare - Life in the Trenches - The Battle of the Somme - Lions led by Donkeys: Analysis of General Haig - The Home Front - Women and the War Effort - The armistice - The Treaty of Versailles *Skills Focus: Establishing empathy with people in their historical context, analysing causes and their consequences, analysing significance of events in History.*	**Unit 2: World War Two** - Long term causes 1930s the Road to War - Why did international peace collapse by 1939? 1940: the early encounters - Operation Barbarossa - Pearl Harbour - D-day - War in the pacific - Why were the allies victorious in World War One? *Skills Focus: Analysing causation in History, evaluating significance of events in History.*	**Unit 3: The Holocaust** - Participants - Dilemmas, Choices and Responses - The origins of anti-Semitism - Anti-Semitic Propaganda - The Nazi Rise to Power - Escalation persecution: the 1930s - Kristallnacht - The Ghettos - The Final Solution - Arrival at the camps - Life in different camps - Resistance, collaboration and persecution in the camps *Skills Focus: Establishing empathy with people in their historical context, analysing causation, analysing continuity and change over time, exploring significance of events in History.*
Assessment	**Unit 1:** IGCSE style analysis of causation and interpretations	**Unit 2:** IGCSE style analysis of significance and causation	**Unit 3:** IGCSE style analysis of causation, continuity and change and, human motivation, experience and empathy. Student presentations and inquiries.
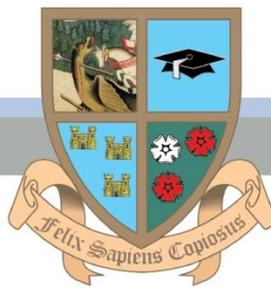
Curriculum Plan

Academic Year 2022-23:

Subject: Music
Exam Board: N/A

Year: 9
Syllabus Code: N/A

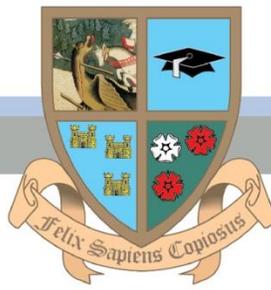|	Term 1	Term 2	Term 3
	Unit 1: Balafon and Polyrhythm • Origins and construction of the Balafon • Griot dynasties • Polyrhythmic percussion patterns • Polyphonic xylophone • Oral tradition • Ensemble skills • Whole class performance **Unit 2: Songwriting** • Diatonic chords • Chord progressions • Lyric writing • Verse and Chorus • Ensemble Skills • Bass guitar and drumkit technique • Hook writing	**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 4: Form and Structure** • 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** • 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
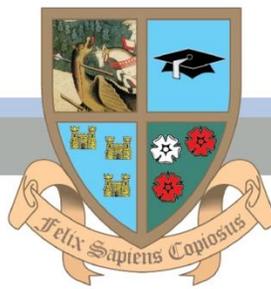
Curriculum Plan Academic Year 2022-2023

Subject: Physical Education

Year: 8 and 9

Year Group	Term 1	Term 2	Term 3
8 and 9	**Block 1** **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 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** **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 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** **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.

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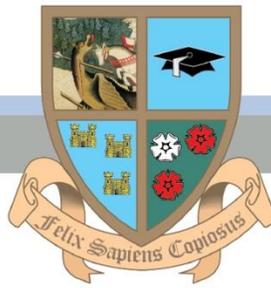
Curriculum Plan   **Academic Year 2022-23**

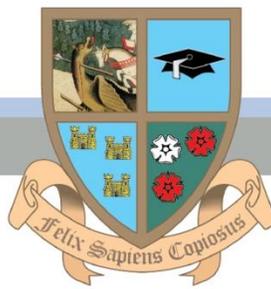**Subject: Computer Science**

Year: Year 9

	Term 1	Term 2	Term 3
	Programming: • Plan an educational game with multiple levels of complexity. • Control a screen image. • Write instructions. • Write procedures. • Make use of standard commands. • Loops. • Variables • Nested actions • Counters • GUI • Test and publish Online.	**Introduction to Data Base, Access:** • Contextualize databases. • Understand basic features. • Import data and format. • Referential tables. • Primary key. • Normalize table to the first degree.	**Web Based application development:** • Plan a socially responsible web-based application for Google Play store. • Create a UX flow diagram using Sketch. • Interface with Google App Inventor. • Build app from flow diagram visualizations. • Test and iterate. • Publish
	Video/Sound Editor/Narration: • Integrate different media into a video editing package. • Understand the importance of using a story board to create a script.	**O365-Email-One Drive Cloud based Docs:** • Sending and receiving via Webmail. • Understanding all safety aspects of using e-mail. • O365. • One Drive.	**Control** • Sensors. • Automation. • Design. • Flowol.

	• Publish Online.	• Interact with O365 docs. • Upload and edit various different media using O365. Online cloud-based storage.	
		Web 2.0 • Static web sites. • Dynamic web sites. • Personal blog. • Designated target audience. • Blogging safely.	
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.

Curriculum Plan   Academic Year 2022-23

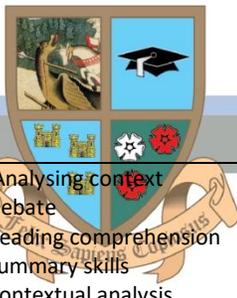**Subject**: English   **Year**: 9

	Term 1	Term 2	Term 3
	Creative Writing Students focus on their descriptive and narrative writing skills with an in-depth study into the conventions of both through a range of vivid extracts and short stories. • Extended writing • Descriptive Writing • Narrative writing • Reading comprehension • Summary skills • Vocabulary building • Using language devices • Using structural devices • Sentencing for effect **Poetry: Wilfred Owen** Students read, analyse and compare a range of Owen's WW1 poetry. Students further their analysis skills through their reading, debate and essay crafting. • Reading comprehension • Language analysis • Analysis construction • Structural analysis • Poetic device focus • Form identification • Comparison • Contextual analysis	**Novel: Animal Farm** Students are introduced to allegory through the in depth study of Orwell's 'Animal Farm', focussing on their reading comprehension and reading analysis. This is supplemented by thematic debates to explore moralistic issues and the reading and analysis of non-fiction material for wider contextual understanding. • Identifying allegory • Analysing character • Analysing language devices (metaphor; simile; personification; alliteration, etc.) • Analysing structure • Analysing theme • Analysing context • Debate • Reading comprehension • Summary skills • Contextual analysis **Novel: Animal Farm** Students are introduced to allegory through the in depth study of Orwell's 'Animal Farm', focussing on their reading comprehension and reading analysis. This is supplemented by thematic debates to explore moralistic issues and the reading and analysis of non-fiction material for wider contextual understanding. • Identifying allegory • Analysing character • Analysing language devices (metaphor; simile; personification; alliteration, etc.) • Analysing structure • Analysing theme	**Shakespeare: Macbeth** Students conclude their year with the study of Shakespeare's 'Macbeth'. There will be a drama, debate and language analysis focus to their study. • Whole text analysis • Theme identification and analysis • Single word analysis • Structure analysis • Form analysis • Debate • Multiple interpretation • Performance **Shakespeare: Macbeth** Students conclude their year with the study of Shakespeare's 'Macbeth'. There will be a drama, debate and language analysis focus to their study. • Whole text analysis • Theme identification and analysis • Single word analysis • Structure analysis • Form analysis • Debate • Multiple interpretation • Performance

		• Analysing context • Debate • Reading comprehension • Summary skills • Contextual analysis	
Assessment	• End of Unit Tests • Multiple Choice Quizzes • Extended Writing	• End of Unit Test/ Mock Exam • Multiple Choice Quizzes • Extended Writing	• 2nd Mock Exam / External Exam • Multiple Choice Quizzes • Extended Writing
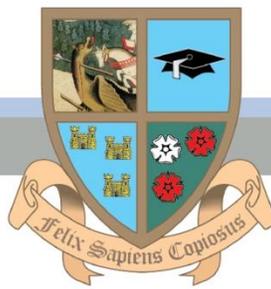
Curriculum Plan Academic Year 2022-2023

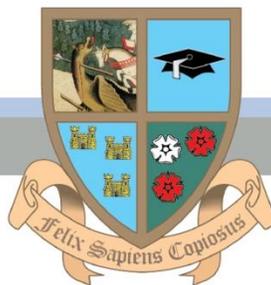**Subject:** PSHE   **Year:** 9

Year Group	Term 1 Health & Wellbeing	Term 2 Relationships	Term 3 Living in the Wider World
9	**Self-Concept** • H4. simple strategies to help build resilience to negative opinions, judgements and comments • H5. to recognise and manage internal and external influences on decisions which affect health and wellbeing **Mental Health** • H10. a range of healthy coping strategies and ways to promote wellbeing and boost mood, including physical activity, participation and the value of positive relationships in providing support • H11. the causes and triggers for unhealthy coping strategies, such as self-harm and eating disorders, and the need to seek help for themselves or others as soon as possible • H12. how to recognise when they or others need help with their mental health and wellbeing; sources of help and support and strategies for accessing what they need **Healthy Lifestyles** • H19. the importance of taking increased responsibility for their own physical health including dental check-ups, sun safety and self-examination.	**Positive Relationships** • R6. that marriage is a legal, social and emotional commitment that should be entered into freely, and never forced upon someone through threat or coercion • R7. how the media portrays relationships and the potential impact of this on people's expectations of relationships • R8. that the portrayal of sex in the media and social media (including pornography) can affect people's expectations of relationships and sex **Bullying, Abuse and Discrimination** • R40. about the unacceptability of prejudice-based language and behaviour, offline and online, including sexism, homophobia, biphobia, transphobia, racism, ableism and faith-based prejudice • R41. the need to promote inclusion and challenge discrimination, and how to do so safely, including online	**Learning Skills** • L5. the skills and qualities required to engage in enterprise • L6. the importance and benefits of being a lifelong learner **Choices and Pathways** • L9. the benefits of setting ambitious goals and being open to opportunities in all aspects of life • L10. to recognise and challenge stereotypes and family or cultural expectations that may limit aspirations **Media Literacy and Digital Resilience** 5. to make informed decisions about whether different media and digital content are appropriate to view and develop the skills to act on them 6. that on any issue there will be a range of viewpoints; to recognise the potential influence of extreme views on people's attitudes and behaviours 7. to respond appropriately when things go wrong online, including confidently accessing support, reporting to authorities and platforms

	• H20. strategies for maintaining personal hygiene, including oral health, and prevention of infection **Managing Risk 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. • H33. how to get help in an emergency and perform basic first aid, including cardio-pulmonary resuscitation (CPR) and the use of defibrillators	**Forming and maintaining respectful relationships** • R21. how to manage the breakdown of a relationship (including its digital legacy), loss and change in relationships • R22. the effects of change, including loss, separation, divorce and bereavement; strategies for managing these and accessing support • R23. the services available to support healthy relationships and manage unhealthy relationships, and how to access them	
Assessment	Teacher Observations. Peer-Assessment. Self-Assessment. Q&A.	Teacher Observations. Peer-Assessment. Self-Assessment. Q&A.	Teacher Observations. Peer-Assessment. Self-Assessment. Q&A.

Curriculum Plan Academic Year 2022-2023

Subject: Science

Year: 9

	Term 1	Term 2	Term 3
	Health • Micro-organisms • Infections • Immune response • Epidemiology • Microbes • Environmental Causes of Disease • Smoking, Alcohol and Drugs • Exercise **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	**Forces, Pressure and Motion** • Newton's Laws • Going Up, Coming Down • Terminal Velocity • Pressure • Moments **Chemical Reactions** • Chemical Reactions • Combustion • Energy from Fuels • Environmental Damage • Oxidation • Acids and Metal Carbonates • Making Salts • Exothermic and Endothermic Reactions • Conservation of Mass **KS3 Anything That Floats Engineering Competition**	**Metals and Reactivity** • Metals and Non-Metals • Metals and Oxygen • Metals and Acids • Metals and Water • Reactivity Series • Solid Displacement • Extraction of Metals • Corrosion **Sorting and Identifying** • How to group living organisms • Five Kingdom Model • Vertebrates and Invertebrates • Plants • Variation and Inheritance • Genes • Selective Breeding
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