Straits International School Rawang
Curriculum Overview
Year 7 Autumn Term 1.2 2025/2026

Autumn Term 1.2	What are we learning?	What KUS will we gain?	What will excellence look like?
English Language and Literature	Novel Study: *Holes* by Louis Sachar focusing on its characters, themes, and narrative techniques.	In the second half of *Holes* (Chapters 25–50), students will explore themes such as hope, survival, destiny, loyalty, and friendship while examining how Louis Sachar weaves together the Yelnats family history, Kissin' Kate Barlow's story, and the present-day events at Camp Green Lake. Through reading lessons, they will focus on comprehension and close analysis of language, including the author's use of flashbacks, foreshadowing, symbolism, tension, and humour. Writing tasks will range from newspaper reports and persuasive letters to alternative endings and essays on themes like fate and justice. Speaking and listening activities will include group discussions, debates on fairness and punishment, role-plays of key scenes, and presentations on the novel's moral messages.	Excellence will be evident when students demonstrate a deep and thoughtful understanding of the novel's structure, themes, and characters. They will be able to analyse how Louis Sachar connects past and present storylines to create meaning and suspense, using well-chosen textual evidence to support their interpretations. In their writing, excellent students will produce coherent, insightful, and original responses that show control of tone, purpose, and audience—whether crafting persuasive letters, analytical essays, or creative pieces. During discussions and presentations, they will articulate ideas clearly and confidently, listen and respond thoughtfully to others, and draw perceptive links between the novel's moral messages and real-life contexts. Their work will reflect independent thinking, empathy for characters, and precise use of language and literary terminology.
How will this be assessed?		Students will be assessed on their understanding of key themes, characters, and events in the second half of *Holes*, as well as their ability to analyze language and structure. In writing, they will be evaluated on how clearly and effectively they express ideas, use evidence, and write with purpose and accuracy. Speaking and listening assessments will focus on confidence, collaboration, and clarity in discussions, debates, and role-plays. Overall, assessment will measure both their comprehension of the novel and their ability to communicate ideas thoughtfully and effectively.	

Mathematics	Unit 4: Decimals Unit 5: Angles and constructions Unit 6: Collecting data	In studying decimals, angles and constructions, and collecting data, students will gain essential mathematical skills and understanding. They will learn how to perform operations with decimals, apply them in real-life contexts, and understand their relationship with fractions and percentages. In angles and constructions, students will explore geometric principles, mastering how to measure, construct, and reason with different angles and shapes using tools like protractors and compasses. Through collecting data, they will develop statistical skills, learning how to gather, organize, interpret, and present data in various forms, such as charts, tables, and graphs, fostering both analytical and problem-solving abilities	Excellence in decimals, angles and constructions, and collecting data involves confidently solving complex decimal problems, accurately converting between forms, and applying them in real-life contexts. In angles and constructions, students will use geometric tools precisely, demonstrating strong reasoning skills. For collecting data, excellence is shown through the design of effective data collection, insightful analysis, and clear presentation of findings in various forms like graphs and charts.
How will this be assessed?		Students will be assessed through mental calculations and formative assessments that evaluate their topical skills and conceptual understanding. In addition, they are expected to complete classwork independently, demonstrating their ability to apply the learned skills without assistance.	
Combined Science	Energy, Forces and Classifying Life	Students will develop a foundational understanding of key scientific concepts, including the nature of energy, the effects of forces, and the classification of living organisms. They will explore energy forms such as kinetic and potential energy, analyse how gravity and air resistance influence motion, and investigate systems of classification for vertebrates, invertebrates, and plants. Practical and analytical skills will be strengthened through experimentation, measurement, and data analysis. By the end of the unit, students will be able to explain	Excellence means demonstrating accuracy, curiosity, and clear scientific reasoning. High-achieving students will show precise use of scientific vocabulary, detailed explanations supported by evidence, and well-structured experimental planning. They will connect theoretical knowledge to real-world examples such as how streamlining reduces resistance or how classification supports biodiversity conservation and evaluates results critically with logical conclusions.

		how energy transformations occur, apply mathematical reasoning to force calculations, and classify organisms using observable characteristics.	
How will this be assessed?		Students will be assessed through practical investigations, written tasks, and short quizzes that test conceptual understanding and application. Assessments will focus on their ability to explain scientific principles, carry out and record experiments accurately, and interpret data using appropriate methods. Extended responses will evaluate how effectively students can link knowledge of energy, forces, and classification to broader scientific ideas and real-world contexts.	
History	Confucianism and the Zhou Dynasty	Students will gain knowledge of the Zhou Dynasty's rise, governance system, and contributions to Chinese civilization. They will learn about the origins and key teachings of Confucianism, including respect, harmony, and moral duty, and how these ideas influenced family, education, and politics. Skills developed will include analysing ancient texts and artefacts, comparing belief systems, and identifying continuity and change across Chinese dynasties. Understanding will focus on how values and leadership shaped early Chinese society and continue to influence modern cultures.	Excellence will be shown through well-reasoned explanations connecting Confucian ideas to the political and social structures of the Zhou era. Excellent students will demonstrate deep understanding of moral philosophy, use examples to support arguments, and express ideas confidently through written and verbal work.
How will this be assessed?		Assessment will include knowledge quizzes, source-based tasks analysing Confucian principles, and short reflective writing. Group role-plays and collaborative mind maps will encourage teamwork and communication. Students will also complete a mini-presentation explaining how Confucian values shaped Zhou society, promoting high-impact peer learning.	
Geography	Resources and Sustainability	Students will understand what natural resources are, where they are found, and how	Excellence means using accurate geographical language, clear examples, and well-reasoned explanations. Strong

		their use varies globally. They will learn to explain the differences between renewable and non-renewable resources, describe global food and energy patterns, and evaluate the challenges of maintaining sustainable supplies. By the end of the unit, students will be able to discuss the importance of protecting the environment, analyse human impacts on nature, and suggest realistic, sustainable solutions to global problems.	students can make connections between people's choices and environmental consequences, compare different viewpoints, and propose thoughtful ways to manage resources responsibly. High-quality work is neatly presented, detailed, and shows curiosity about global challenges.
How will this be assessed?		Students will be assessed on their understanding of resource use, sustainability, and the impacts of human activity. Assessments will focus on explaining concepts clearly, interpreting data and maps, and evaluating solutions to real-world issues. Written responses and decision-making activities will test how well students can use evidence and geographical reasoning to support their ideas.	
Enterprise	Enterprising skills	Students will understand what these skills are and why they are important in school and everyday life. They will learn key skills such as creativity, problem-solving, teamwork, communication, and leadership. Through group work and class activities, students will practise sharing ideas, planning tasks, and making decisions. They will learn how to work well with others, speak confidently, and stay organised. Students will also understand that being enterprising means being creative and willing to try new things, not just starting a business. These skills will help them become more confident, independent, and ready to face challenges in the future.	In Enterprising Skills, excellence means showing a high level of creativity, confidence, and teamwork in everything students do. Excellent students think of original ideas and find smart ways to solve problems. They take the lead when needed, listen to others, and help their team work well together. They communicate clearly and confidently, whether they are speaking, writing, or presenting. Excellent students are well organised — they plan their tasks carefully and meet deadlines. They also show resilience by staying positive and motivated, even when things get difficult. Most importantly, students who show excellence in enterprise are proactive. They take initiative, show curiosity, and look for ways to improve. They reflect on their work, learn from mistakes, and support others to succeed too.

How will this be assessed?		Enterprising Skills will be assessed through how students take part in activities and group projects. Teacher will look at how well students share ideas, work with others, and solve problems. Students will be assessed on how they plan and organise their work, communicate clearly, and take responsibility for their tasks. They may also complete small projects to show how they use their enterprising skills. Reflection will be part of the assessment too — students will think about what went well, what they learned, and how they can improve next time.	
ICT	Computer Systems Data Use	Students will gain core knowledge of computer architecture, including different types of hardware and memory, and how data is transformed through the Fetch–Decode–Execute cycle. They will develop the skills to convert between number systems, explain how text is represented digitally, and compare storage technologies. Students will apply knowledge of technological change to evaluate modern devices and predict future innovation. By the end of the unit, students will be able to confidently describe how a computer works at a fundamental level and explain how data is stored, processed, and transferred.	Excellence in this unit includes demonstrating accuracy in binary conversion and addition, clearly explaining system components and processes, and making thoughtful comparisons of emerging technologies. High-quality work will show precise use of specialist vocabulary such as “multi-core processor”, “optical storage”, and “overflow error”. Students working at an excellent level will be able to justify hardware decisions for different real-world scenarios, showing deep understanding beyond surface features.
How will this be assessed?		Assessment will include practical classification tasks, binary worksheets, and conceptual explanations of CPU and storage functions. Students will also produce written work evaluating technological change. Their assessments will measure recall of system components, accuracy in binary calculations, clarity of explanation, and the ability to apply technical knowledge to realistic situations. Formative feedback will focus on improving precision, using technical terminology, and strengthening reasoning to prepare students for future computing topics.	
Art & Design	From Nature to Pattern — Drawing Foundations, Simple	Students look closely at natural forms and turn their drawings into simple patterns. They	A sketchbook that moves from careful nature drawings to a clear motif and a simple repeat idea; clean first prints (no

	Prints & Intro Clay (Silk Road Inspirations)	try very gentle printmaking with foam plates (no sharp tools) and a small monoprint accent if helpful, then make a tiny clay tile that carries the same textures and shapes. Along the way, we dip into Silk Road inspirations—Persian tiles, Central Asian suzani curves, and Chinese cloud motifs—to see how nature becomes pattern. Knowledge: How artists turn natural forms into patterns; simple pattern ideas from the Silk Road (Persian tiles, Central Asian suzani, Chinese cloud/meander motifs); what positive/negative space means; basics of relief and monoprint; basic clay words (texture, score, slip, finish). Understanding: How looking closely improves drawing; how to simplify a complex object into clear shapes; how print processes change the look (outline vs filled shapes); how to plan a small step, try it, and pick the best result; why a neat finish and tidy presentation matter. Skills: Observational drawing (line, proportion, texture); keyline planning for pattern; safe foam-plate (poly) cutting and even inking; a very simple monoprint (trace or ghost) to add emphasis; making a small clay tile with 2–3 readable textures and a neat edge; short caption writing.	smudges, shapes read clearly); a tiny monoprint test used sensibly (only if helpful); a small clay tile with tidy edges and 2–3 textures that can be named; and a brief caption explaining the chosen natural form and one key decision (for example, “I simplified the shell into three curved shapes so it prints clearly”).
How will this be assessed?		Assessment is ongoing in lessons with quick, diagnostic feedback so pupils know their next step straight away. Simple skill checks happen at sensible points: drawing accuracy and clear shapes for pattern; a clean	

		first foam print with safe tool use; and neat clay texture with a tidy edge. Pupils also take part in short, kind peer critiques to refine decisions. The end-of-unit assessment is a small **mini-project**: a **simple print study** (foam relief, with an optional light monoprint layer if helpful) and a **small clay tile**. Final judgement looks at: **quality and finish**, **control of techniques**, **design and communication** (clear shapes/positive–negative space), and **presentation and reflection** (mounted neatly with a 1–2 sentence caption explaining a key choice). Every pupil leaves with one clear next step for the following term	
Drama	Storytelling and Narration	In this unit, students will explore the art of storytelling and narration through drama. They will gain knowledge of the essential elements of a story, including plot, character, setting, conflict, and resolution. They will also learn about different narration techniques, such as first-person and third-person perspectives, and the use of direct and indirect narration. Alongside this, students will develop an understanding of how narration shapes audience engagement and how stories can be adapted for performance. The skills developed will include using voice, tone, and body language effectively to convey meaning, as well as structuring and presenting a short narrative. Students will also practice collaboration by working in pairs or groups to rehearse and perform their stories.	Excellence in this unit will be demonstrated through confident and expressive narration, clear use of voice and body language, and the ability to sustain audience interest. Outstanding work will show creativity in adapting stories, originality in presentation, and a strong grasp of narrative structure and character perspective.
How will this be assessed?		Assessment will take place through both formative and summative methods. During rehearsals, teachers will provide feedback on clarity, expression, and engagement, while peers will offer constructive comments on storytelling techniques. For the final assessment, students will perform a short piece individually or in groups, showcasing their narration skills. Additionally, they will complete a brief reflection explaining the choices they made in their performance.	
Music	I've Got Rhythm Note values	Students are gaining knowledge of note values, rests, and basic rhythmic notation. They are developing an understanding of how	Excellence is shown through accurate performance of rhythms with a strong sense of pulse and control. It is demonstrated by the ability to compose and notate rhythms

	Rhythmic dictation Percussion piece Composition	rhythms are constructed, combined, and performed within an ensemble. They are strengthening their skills in reading, writing, and performing rhythms, working collaboratively in group composition, and applying their learning in both practical and theoretical contexts.	clearly, including the use of rests, and by creating imaginative group percussion pieces that display coordination and ensemble awareness. Excellence is also evident in the ability to apply rhythmic knowledge with accuracy in both practical performance and written tasks.
How will this be assessed?		Assessment is carried out through both practical and theory tasks. Students are assessed on their ability to perform and compose rhythms, their accuracy in rhythmic dictation, and their participation in group percussion work. In addition, they are assessed through written exercises and tests that check their understanding of note values, rests, and rhythmic notation.	
Mandarin	Advance: 健康与幸福生活 (Health and Well-being) Beginner: Greetings & Family members	Advance：在这个单元，学生将学习关于素食、生活压力、减脂和健康生活的课题。学生通过阅读文章进行讨论。 Beginner: In this term, students will focus on mastering greetings and introducing family members in Chinese. Additionally, students will practice writing short passages for self-introduction and family introductions.	**Advanced** 学生能听懂关于健康生活的短文或文章，能捕捉文内容中主要传达的信息。运用所学习的词汇和语法，谈论自己的生活方式，表达目前的生活方式是否健康。同时掌握各类文章的写法，准确地表达自己的观点。 **Beginner** Students learned essential vocabulary and phrases to effectively communicate about themselves and their families. Besides, students can express their identities and share personal stories in Chinese.
How will this be assessed?		Students will be assessed on their comprehension of the assigned texts, their ability to analyse language, vocabulary, and grammar usage, as well as their creativity and clarity in expression when completing tasks.	
Malay Language	Unit 3: Keluarga dan haiwan peliharaan	In Unit 3: Keluarga dan Haiwan Peliharaan, students will learn how to talk about family and pets using appropriate vocabulary. They will explore activities they often do with their families, such as “berkelah bersama keluarga,” “menonton televisyen,” and “bermain dengan haiwan peliharaan.” This unit also covers common salutations used in	Through engagement with Unit 3: Keluarga dan Haiwan Peliharaan, students will achieve proficiency in several key areas, including vocabulary development related to family, pets, and daily routines, which will enhance their ability to describe familiar situations. They will also gain confidence in their conversational skills by mastering common salutations and greetings within a Malay familial context. Furthermore, students will develop practical competencies in form-filling

		a Malay family, like “Selamat pagi,” “Assalamualaikum,” and “Apa khabar?” Students will practice filling out registration forms using the correct words, including personal details and family relationships. Additionally, they will learn how to use Kata Ganti Nama Tunjuk ‘ini’ and ‘itu’ correctly, for example, “Ini kucing saya” and “Itu rumah nenek saya.” Through these activities, students will strengthen their vocabulary and conversational skills in a meaningful context.	accuracy, learning to use appropriate and precise language for real-world applications. Finally, by mastering the usage of the Kata Ganti Nama Tunjuk ‘ini’ and ‘itu’, their grammatical accuracy will be significantly improved, enabling them to construct more precise sentences in both spoken and written communication.
How will this be assessed?		Students will be assessed on their reading comprehension of the given texts, their ability to analyse language, vocabulary, and grammar, as well as their creativity, clarity, and accuracy in speaking and listening activities.	
Physical Education	7R badminton 7S swimming November- Swimming	**Badminton**: Students will develop a solid understanding of key badminton skills, including serving, lob, drop, and lift shots. They will learn how to execute these techniques with precision, improving their overall gameplay and strategy on the court. By mastering these skills, students will enhance their agility, hand-eye coordination, and ability to anticipate their opponent's moves. **Athletics**: Students will gain knowledge and practical experience in various athletic disciplines, including running, jumping, and throwing	In badminton, students demonstrate consistently accurate serves with precise placement, using a variety of serves—high, low, and flick—to keep opponents off balance. Their lob shots are high and deep, effectively pushing opponents to the back of the court and creating offensive opportunities. Drop shots are executed with control and finesse, landing close to the net and forcing quick movement from the opponent. Lifts are used effectively to transition from defense to offense, placing the shuttlecock in challenging positions. In athletics, students display exceptional running ability with strong starts, smooth transitions, and powerful finishes, showcasing speed, endurance, and efficient technique. Their jumping skills reveal mastery of take-off power, body control in the air, and precision in landings. In throwing events such as shot put, discus, and javelin, they

		events. They will learn the fundamentals of each event, focusing on proper technique, form, and the importance of physical conditioning. Through these activities, students will improve their speed, strength, endurance, and coordination, which are essential for overall athletic performance. **Swimming**: Students will develop water confidence, learning to feel comfortable and safe in the water. They will gain skills in floating, mastering the ability to stay buoyant with ease. In addition, they will learn proper techniques for freestyle and backstroke, improving their stroke efficiency, breathing control, and overall swimming ability. These skills will enhance their coordination, stamina, and safety in aquatic environments.	demonstrate superior strength and refined technique, achieving consistently long and accurate throws. In swimming, students exhibit excellence through complete water confidence, moving fluidly and with control. They can float effortlessly for extended periods with perfect body positioning. In freestyle, they maintain a smooth, powerful stroke with excellent form, rhythm, and endurance over longer distances. Their backstroke technique is flawless, featuring strong, rhythmic kicking, efficient arm strokes, and consistent body alignment to sustain impressive speed and control.
How will this be assessed?		Students will be assessed in a badminton match viewing their serving, lobbing, and gameplay. Students will be assessed in running, jumping and throwing events for athletics. Students will be assessed in freestyle, backstroke and breaststroke for swimming.	