Straits International School Rawang
Curriculum Overview
Year 7 Spring Term 2.2 2025/2026

Spring Term 2.2	What are we learning?	What KUS will we gain?	What will excellence look like?
English Language and Literature	A Midsummer Night's Dream **Act 3:**The magical complications intensify as Puck's mistakes cause confusion among the lovers, leading to jealousy, conflict, and chaos in the forest. **Act 4:** The enchantments are resolved: harmony is restored among the lovers, Bottom is returned to normal, and preparations begin for multiple weddings. **Act 5:** The play concludes with the weddings of the three couples and the mechanicals' comic performance, followed by the fairies' blessing of the marriages.	In Acts 3–5 of *A Midsummer Night's Dream*, Year 7 students develop their understanding of how dramatic tension is created and resolved through character, plot, and the use of language and stagecraft. They build knowledge of key literary themes such as love, conflict, harmony, and transformation, while exploring how Shakespeare uses comedy, misunderstanding, and magical elements to drive the narrative. Students develop skills in close reading, discussion, and interpretation of dramatic texts, including analysing character relationships, recognising changes in mood and tone, and understanding how scenes contribute to the overall structure of a play. Through this unit, students strengthen their ability to explain ideas clearly, support responses with evidence, and appreciate how meaning is shaped in performance as well as on the page.	Excellence will be demonstrated when students can confidently analyse and interpret the play, clearly explaining how Shakespeare develops character, plot, and theme across Acts 3–5. They will be able to identify and evaluate the use of literary devices, comedic techniques, and magical elements, showing insight into how these create tension, conflict, and resolution. Students will articulate their ideas with precision, supporting responses with detailed textual evidence, and demonstrate an awareness of how performance choices (tone, mood, dialogue delivery) influence meaning. Additionally, they will make perceptive connections between themes and character actions, showing a sophisticated understanding of how the play's structure and language engage the audience.
How will this be assessed?		Reading will be assessed through students' understanding and analysis of the play, including their ability to interpret characters, themes, and key moments in the text. Writing will be assessed through structured responses and creative tasks that require students to explain ideas clearly and support them with evidence. Speaking and listening will be assessed through class discussions, group work, and performance-	

		based activities, where students express viewpoints, respond to others' ideas, and use appropriate language confidently.	
Mathematics	Unit 8: Shapes and Symmetry Unit 10: Percentage	Through these topics, students will develop knowledge of how percentages relate to fractions and decimals and learn to calculate percentages of quantities. They will build understanding of percentage increase and decrease and apply these skills to solve everyday problems such as discounts and simple financial contexts. Students also will learn to recognise, classify and describe properties of 2D shapes. They will understand lines and rotational symmetry and use this knowledge to analyse patterns. Students will also improve their spatial awareness, logical reasoning and accuracy in geometric drawing.	Excellence will be demonstrated when students confidently and accurately calculate percentages, including increases and decreases, and clearly explain their reasoning using correct mathematical vocabulary. They will fluently convert between fractions, decimals and percentages and apply these skills to solve multi-step, real-life problems. In Shapes and Symmetry, students will precisely classify shapes, accurately identify lines and orders of symmetry, and clearly justify their answers. Their work will show logical reasoning, neat and accurate geometric drawings, and strong attention to mathematical detail.
How will this be assessed?		Students will be assessed through classwork, homework, quizzes, problem-solving tasks, and a summative end-of-unit assessment.	
Combined Science	Electricity, metals and non-metals, and chemical reactions	Students will develop their understanding of electricity, metals and non-metals, and chemical reactions unit. In the electricity topic, they will explore how electrical energy flows through circuits and learn the difference between simple and more complex circuit arrangements. Students will identify common components such as cells (batteries), wires, switches, and lamps, and understand the role each part	Excellence is demonstrated when students confidently build and interpret simple circuits, explain the function of each component, and apply their knowledge to solve practical circuit problems. They accurately compare metals and non-metals using correct scientific vocabulary and link properties to real-life uses. Students also show strong understanding of chemical reactions by describing observable changes, including precipitation, using clear evidence from experiments.

		plays in allowing electricity to flow. They will build and test series circuits, measure current safely using appropriate equipment, and investigate how changing components affects circuit performance. In the metal and non-metals topic, students will compare the physical properties of metals and non-metals, including conductivity, malleability, ductility, lustre, and brittleness. They will relate these properties to real-life uses, such as why metals are commonly used for electrical wiring and cooking utensils, while non-metals are used for insulation and other specialised purposes. Through practical investigations, students will test materials to determine whether they are good conductors of electricity and heat, developing their skills in observation, recording results, and drawing conclusions. In chemistry, students will be introduced to chemical reactions as processes where new substances are formed. They will learn to recognise signs of chemical change, such as colour change, gas production, temperature change, and the formation of a precipitate. Students will explore simple reaction types, including precipitation reactions, and understand how these reactions are useful in everyday life and industry. Emphasis will	

		be placed on safe laboratory practices and accurate recording of experimental observations.	
How will this be assessed?		Students will be assessed through a variety of methods, including practical investigations, laboratory experiments, structured worksheets, quizzes, and project-based tasks. These assessments will evaluate both their conceptual understanding and their ability to apply scientific skills such as measuring, observing, recording data, drawing conclusions, and working safely in a laboratory environment.	
History	Ancient India **The Indus Valley Civilisation**: early cities, trade, planning, and daily life **The Mauryan Empire**: powerful rulers, government, Ashoka, and expansion **The Gupta Empire**: achievements in science, maths, art, and the "Golden Age" **Life and Culture in Ancient India**: social structure, family life, economy, and traditions **Religions Originating in India**: Hinduism and Buddhism (origins, beliefs, and influence)	Through studying Ancient India, Year 7 students will build historical knowledge of key civilisations and empires, including the Indus Valley, Mauryan, and Gupta periods. They will develop understanding of how geography (such as rivers and fertile land) influenced settlement and growth, and how leadership and governance helped empires expand and maintain control. Students will also explore important cultural developments, including social organisation, trade, art, learning, and daily life. They will gain understanding of the origins and significance of major religions that began in India, especially Hinduism and Buddhism, and how these belief systems shaped Indian society and spread beyond the region. In terms of skills, students will strengthen their ability to analyse historical evidence,	Excellence will be demonstrated when students can confidently explain how Ancient Indian civilisations developed and changed over time, using accurate historical terms and examples. They will be able to compare the Indus Valley, Mauryan, and Gupta periods, identifying similarities and differences in government, society, culture, and achievements. Students will show strong understanding of key historical concepts such as empire, civilisation, trade, religion, power, and legacy, and will be able to describe how religion influenced daily life and social structure. High-performing students will also be able to analyse historical sources critically, making thoughtful inferences about what evidence reveals about the past. They will communicate their ideas clearly in writing and discussion, supporting their explanations with detailed evidence and showing a strong awareness of how Ancient India influenced later societies.

		interpret sources such as artefacts, maps, and written accounts, and explain historical developments using accurate vocabulary. They will practise identifying cause and consequence, making comparisons between different time periods, and constructing clear historical explanations supported by evidence.	
How will this be assessed?		Students will be assessed through a combination of source analysis activities, short-answer and extended writing tasks, quizzes, and class discussions or presentations. They will be expected to demonstrate knowledge of key Ancient India topics, use historical vocabulary accurately, explain cause and consequence, and support their ideas with evidence from sources.	
Geography	Weather and climate	Students will develop an understanding of weather and climate, learning how they differ and how both vary across the world. They will explore global climate zones and the key factors that influence climate, such as latitude, altitude, and distance from the sea. Using climate graphs and maps, students will compare different regions and identify patterns in temperature and rainfall. Students will study how rainfall forms, including relief, convectional, and frontal rainfall, and examine large-scale weather systems such as anticyclones and depressions, understanding the weather conditions each brings and their impacts	Excellence is demonstrated when students can confidently explain the difference between weather and climate, accurately interpret climate graphs, and describe how global climate patterns are formed. High-level understanding is also shown when students can explain different types of rainfall, describe the weather linked to anticyclones and depressions, and discuss the causes, impacts, and possible responses to climate change using clear geographical vocabulary.

		on people and the environment. They will also learn how weather forecasts are created and practise interpreting forecast information. The unit also introduces climate change, where students investigate evidence of past climate change and explore both natural and human causes. They will examine the impacts of climate change and consider ways individuals, communities, and governments can respond through mitigation and adaptation strategies.	
How will this be assessed?		Students will be assessed through a combination of map and data interpretation tasks, written explanations, quizzes, and project work that evaluate both their geographical knowledge and their ability to apply skills such as analysis, comparison, and explanation.	
Enterprise	Limited companies, cooperatives, social enterprises, franchise	We will learn what these types of businesses are and how they operate. We will understand their advantages, disadvantages, and how they differ from each other. We will develop skills in comparing business types, explaining their features, and evaluating which type is suitable for different situations.	Excellence will look like being able to clearly explain each business type, compare them accurately, and give well-reasoned evaluations using correct business terms.
How will this be assessed?		This will be assessed through classwork, case studies, and exam-style questions where you explain, compare, and evaluate different business types.	
ICT	Python	Students will learn how to create simple computer programs using the Python	Excellence in this unit includes writing clear, well-organised programs that run without errors and are easy to understand.

		programming language. They will start by running and editing short programs and will quickly move on to writing their own code. They will learn how to use variables to store information, how to choose the correct data type for numbers and text, and how to carry out calculations. As their confidence grows, students will use selection (if statements) to make decisions in their programs and iteration (while loops) to repeat instructions. They will plan their ideas using pseudocode, test their programs with different inputs, and fix mistakes by debugging syntax and logic errors. They will also explore how computers search for information and why some methods are faster than others. By the end of the unit, students will be able to design, create, and test a complete Python program that solves a simple problem.	Students will use meaningful variable names, accurate data types, and comments to explain how their code works. They will confidently use if statements and loops, test their programs with different inputs, and fix errors independently. They will be able to explain what their program does, how it works, and why they made certain choices using the correct computing vocabulary.
How will this be assessed?		Assessment will be through a portfolio of practical programming tasks. Students will submit their Python programs along with short explanations of how they planned, tested, and improved their code. They will be assessed on whether their programs work correctly, how well their code is organised, and their ability to find and fix mistakes. Regular feedback will help them improve their programming skills and confidence.	
Art & Design	Exploring the Human Figure Through Movement and Style	This term, students explore the human figure through movement and style, inspired by Keith Haring, Henri Matisse, and Julian Opie. They develop confidence in drawing and representing people using line, shape, colour, and pattern.	Excellence is demonstrated by students who confidently represent the human figure in a variety of styles, showing clear movement, strong use of line or shape, and thoughtful use of colour or pattern. High-quality work will show engagement with artist influences, creative risk-taking, and well-developed sketchbook pages that clearly show progression. Successful students will be able to explain how

		Students will develop knowledge of how different artists interpret the human figure and how line, shape, pattern, and colour can communicate movement and identity. They will gain skills in simplifying the body into shapes, using bold outlines, repeating patterns, working from photographs, and developing ideas in a sketchbook. Students will also strengthen their understanding of artistic style, composition, and visual storytelling while learning to reflect on and refine their work.	different artists inspired their work and reflect on how their skills and confidence in drawing people have improved.
How will this be assessed?		Students are assessed through ongoing formative sketchbook work and a series of small final outcomes linked to each artist. Assessment focuses on drawing confidence, use of pattern and shape, creativity, effort, and the ability to develop ideas from exploration to a finished piece. Short reflective responses support students in identifying progress and next steps.	
Drama	Introduction to the Basic Skills of Drama.	Students are introduced to the basic skills of drama, including using voice, movement, facial expression, and space to communicate meaning. Through practical activities and simple performances, they learn how to work collaboratively, explore characters, and respond to ideas through drama. Students develop knowledge of core drama techniques such as freeze-frame, role play, and narration. They build skills in confidence, teamwork, basic characterisation, and speaking clearly in front of others. Students also learn how to reflect on their own work and give simple feedback.	Excellence is shown through confident participation, clear use of voice and movement, and positive collaboration with others. High-quality work demonstrates focus, imagination, and an ability to stay in role and respond to direction.

How will this be assessed?		Assessment is ongoing and practical, based on participation, group work, short performances, and verbal reflection. Teacher feedback supports confidence and skill development.	
Music	Practical studies focusing on ensemble playing and foundational instrumental skills.	Students will develop basic instrumental techniques through hands-on practical work. They will learn how to play simple chord progressions using correct fingering, maintain basic rhythmic patterns, and apply simple comping techniques. Students will also develop ensemble skills by listening to others and playing together as a group.	Excellence is demonstrated when students can play chord changes accurately at an appropriate tempo, remain synchronised within an ensemble, and show confidence during group rehearsals. Students will begin to take leadership roles during practice sessions and provide constructive feedback to peers.
How will this be assessed?		Practical performance assessment.	
Mandarin	Mandarin Advanced: 次文化 Mandarin Intermediate: Phone number Unit 3 lesson 7 Jobs Unit 3 Lesson 8 Visiting Friends Unit 3 lesson 9	**次文化**：在这个单元学生将会学习以及探讨各种类型的次文化如：广场舞、跑酷和涂鸦文化。 **Intermediate:** Students develop knowledge of basic Mandarin vocabulary related to personal information and daily life, including phone numbers, family members, jobs, and visiting friends. They learn simple sentence structures such as Subject + 是, Subject + 有, Subject + 在, and basic question forms like "……是多少？" and "……吗？", as well as polite expressions and forms of address, including 请、谢谢、您好. They build an understanding that Mandarin sentences follow a specific word order, particularly when expressing time, place, and actions, and how to ask and answer simple questions about themselves and others in both spoken and	**次文化**：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。掌握各类文章的写法，准确地表达自己的观点。 **Intermediate:** Students confidently use basic vocabulary and sentence patterns to communicate simple personal information, such as phone numbers, family members, jobs and daily activities, in both spoken and written Mandarin. High-performing students will ask and answer questions accurately using correct word order and appropriate polite expressions, showing clear understanding of how Mandarin sentences are formed. At an outstanding level, students will participate actively in pair and group activities, speak with clear pronunciation and tones, write short sentences using learnt characters accurately, and use Mandarin appropriately in familiar classroom and everyday contexts.

		written Mandarin. Through this, students strengthen their listening and speaking skills by saying phone numbers clearly and accurately and by asking and answering simple questions about family members, jobs, and daily activities. Their reading and writing skills develop as they recognise and write high-frequency beginner characters accurately and form short, meaningful sentences using learnt vocabulary and sentence patterns. They also build interaction skills by participating in short role-plays and pair activities using learnt structures and by responding appropriately in basic social situations using Mandarin.	
How will this be assessed?		Will be assessed through vocabulary–picture matching, labeling tasks, short listening activities, guided speaking practices, differentiated reading comprehension, sentence construction, and scaffolded writing tasks tailored to First Language, Second Language, and Foreign Language learners. Teacher observation, progress checklists, peer interaction, and low-stakes formative assessments will be used to monitor understanding and provide ongoing support according to students' language proficiency levels.	
Malay Language	**Unit 5: Rumah dan Kehidupan di Tempat Tinggal (House and Home Life)** Vocabulary related to houses and home life, including types of houses, rooms in the house, daily activities at home, and basic cultural understanding of traditional Malay houses. Students also learn to listen, speak, read, and write simple texts related to	Students will gain knowledge of basic Bahasa Melayu vocabulary and simple sentence structures related to house and home life. They will understand how different rooms are used for different activities, how daily routines are described, and how homes reflect culture. Students will develop skills in listening for key words, speaking using simple sentences, reading short texts for meaning, and writing short, guided	Excellence is shown when students can confidently name rooms and activities, use simple correct sentences orally and in writing, understand the main idea of short listening and reading texts, and complete a short formal letter using a provided model.

	home life, including writing a short guided formal letter about a house-related issue.	sentences using models and sentence frames.	
How will this be assessed?		Will be assessed through picture–word matching, labelling diagrams, short listening tasks, guided speaking activities, simple reading comprehension, sentence completion, and scaffolded writing tasks. Teacher observation, checklists, and low-stakes formative assessments will be used to support learners.	
Physical Education	Fundamental movement skills (agility, balance, coordination) Invasion games (football, basketball, handball) Net & wall games (badminton) Striking & fielding (rounders/cricket) Athletics basics Swimming (stroke development & water safety) Introduction to fitness components	Students develop knowledge of the basic rules and key terminology for each sport, the components of fitness, and the importance of warming up and cooling down. They build understanding of why teamwork and communication are important, how fitness links to performance, and how simple tactics work in game situations. These are applied through core sport-specific techniques, safe and responsible participation, and the development of basic leadership and cooperative skills.	Excellence will look like confident and controlled fundamental movement skills, effective application of tactics in a range of games, and consistent use of core techniques with accuracy and fluency. Students will participate safely and responsibly, communicate and work well within a team, and show a clear understanding of fitness and how it supports performance across activities, including swimming and athletics.
How will this be assessed?		Assessment includes ongoing teacher observation, skills checklists, performance in small-sided games, and fitness baseline testing.	