

Straits International School Rawang
Curriculum Overview
Year 7 Summer Term 3.1 2025/2026

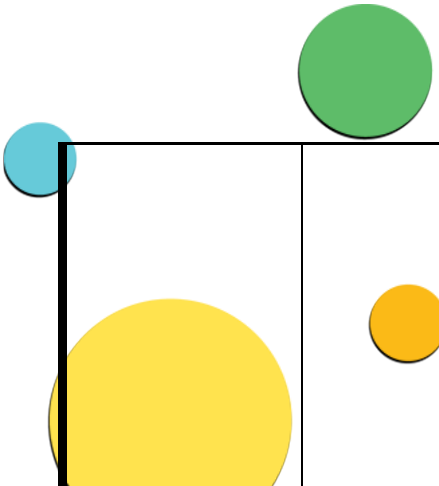


Summer Term 3.1	What are we learning?	What KUS will we gain?	What will excellence look like?
English Language and Literature	Poems from other Cultures	<p>Students are learning how to read, interpret, and respond to a variety of poems from different poets and time periods. They will explore how poets use language, imagery, and structure to create meaning and express ideas and emotions. The unit focuses on developing an appreciation of poetry while building confidence in discussing and analysing texts. Students will also learn how to identify poetic techniques such as metaphor, simile, personification, and sound devices, and understand how these contribute to the overall effect of a poem. In addition, they will practise writing their own poems inspired by models studied in class.</p> <p>Students will gain knowledge of a range of poems and poets, as well as key poetic terms and techniques. They will develop an understanding of</p>	<p>Excellence will be demonstrated by students who can analyse poems in depth, offering thoughtful and well-supported interpretations. They will use precise subject terminology and carefully selected quotations to explain how meaning is created. In discussions, they will express ideas confidently and respond to others thoughtfully. In writing, they will produce clear, well-structured analytical responses as well as creative pieces that show originality, strong imagery, and effective use of poetic techniques.</p>

		<p>how meaning is constructed through imagery, tone, and structure, and how different interpretations can be formed. Key skills include reading for inference, analysing language, selecting and using evidence to support ideas, and expressing responses clearly in both spoken and written forms. Students will also build creative writing skills by experimenting with poetic forms and using descriptive language effectively.</p>	
<p>How will this be assessed?</p>		<p>Assessment includes comprehension and analysis tasks, analytical and creative writing, and speaking activities such as discussions and presentations, supported by ongoing formative tasks like annotations, short responses, and peer feedback.</p>	
<p>Mathematics</p>	<p>Graphs Ratio and proportion</p>	<p>After learning these topics, students will gain knowledge of graphs and ratio and proportion, understanding how functions are represented visually and how quantities can be compared and related. They will develop skills in plotting and interpreting graphs, identifying gradients and intercepts, and solving problems involving simplifying ratios, sharing in a ratio, and direct proportion. Students will also</p>	<p>Excellence will be demonstrated when students confidently plot and interpret a range of graphs, clearly explaining gradient and intercept in context. They will accurately solve multi-step problems involving ratio and proportion and apply their understanding to unfamiliar situations. Students will communicate their reasoning clearly using appropriate mathematical methods and language.</p>

		strengthen their problem-solving and reasoning skills by applying these concepts to real-life situations.	
How will this be assessed?		This will be assessed through formative tasks and a topical test evaluating students' understanding and application of graphs, ratio, and proportion	
Combined Science	The Earth in space Microorganisms Water and life	Students will explore Earth's place in space, understanding how rotation and revolution create day, night, and seasons. They will analyze the solar system, the Moon's phases, and how scientific thinking about space has evolved from ancient astronomy to modern models. Alongside this, students will study microorganisms, recognizing their roles in ecosystems, food production, and disease. They will investigate how microorganisms contribute to decomposition, the spread of disease, and advancements in medicine. Additionally, students will examine the water cycle, its importance in sustaining life, and the impact of climate change on water systems. Through inquiry, observation, and data analysis, they will develop scientific reasoning,	Students demonstrate excellence by articulating clear, well-structured explanations, using accurate scientific terminology, and supporting claims with evidence. Strong work includes detailed diagrams, logical reasoning, and the ability to analyze and interpret data effectively. To reach the highest standards, students should confidently apply knowledge across topics, critically evaluate scientific developments, and communicate their understanding through precise, evidence-based arguments.

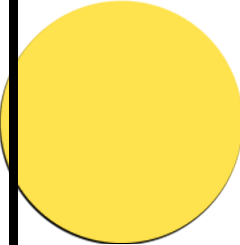


		make connections between concepts, and apply their learning to real-world scenarios.	
How will this be assessed?		Formative and summative evaluations will include source-based questions, short and extended writing tasks, knowledge checks, and practical activities such as quizzes, projects, and collaborative exercises. Students will also engage in class discussions, presentations, and ongoing retrieval practice to support understanding and track progress.	
History	Ancient Rome: Geography of Rome, Religion and Society, Roman Army, and the Punic Wars	<p>Students will gain knowledge of the origins and development of Ancient Rome, including how geography influenced its growth and success. They will understand the role of religion and social structure in Roman daily life, and how these shaped Roman beliefs and values. Students will explore the organisation, discipline, and strategies of the Roman army, and examine the causes, key events, and impact of the Punic Wars.</p> <p>Key skills include interpreting historical sources, identifying cause and consequence, and explaining historical significance. Students will develop their ability to describe, explain, and analyse events using</p>	<p>Excellence will be demonstrated by students who can explain in detail how geography supported Rome's expansion and why it became a powerful empire. They will confidently analyse Roman society and religion, showing clear understanding of different social groups and beliefs. Students will be able to explain how the Roman army contributed to success in warfare and provide well-supported explanations of the causes and consequences of the Punic Wars.</p> <p>In discussions, students will share thoughtful ideas and respond to others with confidence. In writing, they will produce clear, structured responses using accurate historical terminology, detailed explanations, and relevant evidence to support their arguments.</p>



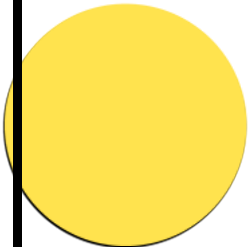

		<p>evidence, as well as organise ideas clearly in both written and spoken responses. They will also build skills in using historical terminology accurately and making connections between different aspects of Roman civilisation.</p>	
<p>How will this be assessed?</p>		<p>Assessment will include source-based questions, short and extended writing tasks, and knowledge checks on key topics such as Roman geography, society, the army, and the Punic Wars. Students will also take part in class discussions, presentations, and collaborative activities. Ongoing formative assessment will include quizzes, retrieval practice, and written responses to support progress and understanding.</p>	
<p>Geography</p>	<p>Forest Biomes: Why Are Forests So Important?</p>	<p>Students will develop knowledge of a variety of forest types and their global distribution, as well as key ecological concepts such as biodiversity, climate, and adaptation. They will build an understanding of how forests contribute to the environment, society, and the global climate system, and how human activity can impact them. Key skills include interpreting data, analysing cause-and-effect relationships, selecting and using evidence to support ideas, and communicating responses clearly in written and spoken forms.</p>	<p>Students will also strengthen their creative and critical thinking skills by exploring solutions for forest conservation and considering the consequences of deforestation. Excellence will be demonstrated by students who can analyse forest ecosystems in depth, offering thoughtful and well-supported explanations. They will use precise terminology, such as “nutrient cycle,” “deforestation,” and “biodiversity,” and support their ideas with accurate examples. In discussions, they will express ideas confidently and respond to others thoughtfully. In writing, they will produce clear, well-structured explanations, analyses, and creative proposals for protecting forests.</p>

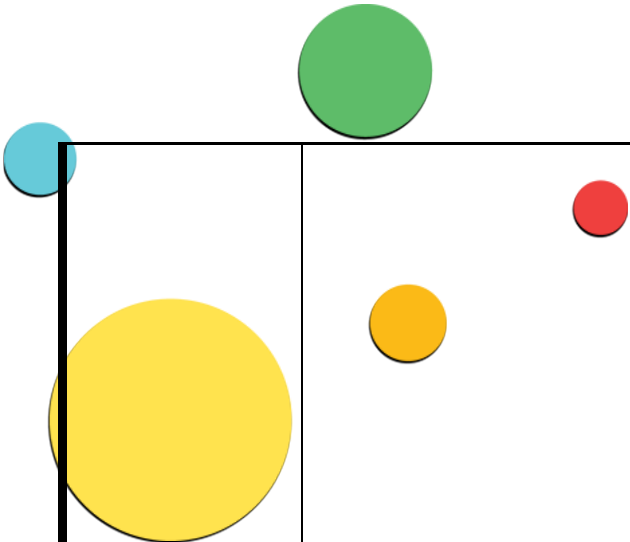
How will this be assessed?		Assessment will include comprehension and analysis tasks, extended writing, and speaking activities such as discussions and presentations, supported by ongoing formative tasks like annotations, short responses, and peer feedback.	
Enterprise	Franchising Skills & behaviours of enterprising people	Students will learn what franchising is, the different types, and the pros and cons for both franchisors and franchisees. They will also develop enterprising skills such as creativity, initiative, resilience, problem-solving, and decision-making. Students will understand how these skills are applied in real business situations.	Excellence is when students can clearly explain franchising with real-life examples, analyse key enterprising behaviours, and apply their skills effectively to solve problems. Their work is creative, well-organised, and presented confidently.
How will this be assessed?		Assessment will include written assignments or reports, presentations of business ideas, practical class activities like role-plays or simulations, and quizzes or tests on franchising knowledge and enterprising behaviours.	
Computing	Scratch Game Development and Programming Fundamentals	<p>Students will develop knowledge and understanding of key programming concepts, including algorithms, variables, loops, conditionals, and events. They will understand how these elements work together to control the behaviour of sprites within a Scratch environment.</p> <p>Students will learn how to design algorithms to solve problems and translate these into working code. They will gain experience in using</p>	<p>Excellence in this unit will be demonstrated through the creation of a well-developed, fully functional Scratch game that shows clear evidence of planning, creativity, and technical skill. Students will confidently apply programming concepts such as variables, loops, conditionals, and broadcasts to create interactive and engaging gameplay.</p> <p>Their programs will be logically structured, efficient, and clearly annotated, showing a strong understanding of how different elements of code work together. They will make effective use of features such as scoring</p>

		<p>coordinates, operators, and randomisation to create dynamic and interactive programs.</p> <p>Students will also develop skills in testing and debugging, identifying errors in their code and making improvements. They will understand the importance of structure, clarity, and annotation in programming, and will practise explaining how their programs work.</p> <p>In addition, students will build confidence in creative design, planning and developing their own game ideas, and refining these based on feedback.</p>	<p>systems, levels, randomisation, and user controls to enhance the quality of their game.</p> <p>Students will demonstrate independence in solving problems, using testing and debugging strategies to identify and fix errors. Their final work will show clear improvement over time, reflecting thoughtful refinement based on feedback.</p> <p>Students will be able to clearly explain how their program works, using appropriate technical vocabulary and demonstrating a secure understanding of the programming concepts they have applied.</p>
<p>How will this be assessed?</p>		<p>Students will be assessed through a combination of formative and summative approaches. Formative assessment will take place throughout the unit through observation of practical programming tasks, questioning, and ongoing feedback during lessons. Students will also engage in peer review and self-assessment to support their development. Summative assessment will be based on the final Scratch game project and accompanying assessment portfolio. This will include evidence of planning, development, testing, and evaluation, as well as the functionality and quality of the final program.</p>	
<p>Art & Design</p>	<p>Year 7: Identity, Worlds & Printmaking.</p>	<p>Students gain knowledge of how artists use line, shape, tone, colour and pattern to communicate meaning. They understand how to</p>	<p>Excellence is demonstrated through confident, well-presented sketchbooks that show clear progression from idea to outcome. High-quality work will include strong observational drawings, thoughtful use of</p>

	 	<p>create clear compositions using foreground, midground and background, and how repetition and pattern can enhance visual impact. Students develop skills in simplifying images into symbols, drawing from observation, applying colour effectively, and using printmaking techniques such as mono printing and relief processes. They also learn how to combine text and image to create meaning, and how to refine their work through feedback and experimentation.</p>	<p>composition and pattern, and effective application of printmaking techniques. Students will show the ability to refine and improve their work, selecting and developing their strongest ideas. Final outcomes will clearly communicate personal themes such as identity or environment, with increasing control, creativity and attention to detail. Students working at the highest level will demonstrate originality, strong visual decision-making and the ability to explain how their work has developed.</p>
<p>How will this be assessed?</p>		<p>Assessment is ongoing and focused on development over time. Teachers assess sketchbook work, observational drawings, printmaking experiments and final outcomes to identify strengths and areas for improvement. Diagnostic verbal feedback is given regularly during lessons to support progress, alongside modelling and visual examples. Peer and self-assessment activities help students reflect on their work and understand how to improve. Final outcomes and sketchbook journeys provide clear evidence of progress in skills, creativity and understanding.</p>	
<p>Drama</p>	<p>Devising Theatre & Performance Creation – From Script to Original Performance</p>	<p>Students will develop a strong understanding of devising theatre by exploring how ideas, techniques, and structure can be transformed into meaningful performance. They will deepen their ability to communicate clearly to an audience through purposeful use of voice, movement, and collaborative storytelling. Through this process, students will</p>	<p>Students working at an excellent level will demonstrate originality and depth, creating imaginative performances that communicate meaning clearly and confidently to an audience. They will apply dramatic techniques with intention, showing strong control of voice, movement, and character while collaborating effectively and often taking leadership in shaping the work. They will also refine their performance through feedback and articulate thoughtful reflections,</p>

		build creative, reflective, and performance skills that enable them to make intentional artistic choices with confidence and clarity.	explaining their creative choices using appropriate drama terminology.
How will this be assessed?		Assessment is continuous and purposeful, using teacher observation, targeted questioning, and structured peer and self-feedback to monitor students' progress and application of skills throughout the devising process. Students demonstrate their learning through a final devised performance, where they communicate ideas clearly using effective structure, characterisation, and performance techniques. They then reflect critically on their work, identifying strengths and areas for improvement while using appropriate drama terminology to articulate their artistic choices.	
Music	Instrumental Mechanics & Rhythm – From Notation to Performance	Students focus on the mechanics of their chosen instrument, learning how to translate rhythmic notation into accurate physical movement. They develop a functional understanding of music lead sheets while maintaining a steady beat at a medium tempo. Throughout the term, students build foundational technical control, including posture and hand positioning, alongside developing basic chord literacy and accurate fingerings.	<p>Technical Mastery: Demonstrates consistent control over tone and articulation with minimal errors.</p> <p>Rhythmic Precision: Maintains a rock-solid pulse throughout a piece without rushing or dragging.</p> <p>Literacy: Fluently interprets chord symbols and lead sheets, transitioning between positions with ease.</p>
How will this be assessed?		Students will be assessed through both individual and group performance tasks. Individually, students will perform a lead sheet, demonstrating their ability to accurately interpret rhythmic notation, maintain a steady tempo, and apply correct technique and posture. In ensemble settings, students will be assessed on their ability to perform rhythmic patterns accurately within a group, showing timing, coordination, and awareness of others. Across both	

		assessments, emphasis will be placed on consistency, musical accuracy, and the ability to apply skills in a performance context.	
Mandarin	  <p>Mandarin Advanced: 语言与身份认同</p> <p>Mandarin Intermediate: Visiting friends, Colors and clothes</p>	<p>Mandarin Advanced: This unit explores the relationship between language and identity. Students will engage with a range of reading and listening materials to understand how language influences both personal and group identity. They will learn about the features of Singaporean English and examine issues of language adaptation in migrant contexts. In addition, students will explore how adopting English names may affect one’s sense of identity.</p> <p>Through a listening task on the concept of “banana people,” students will gain insight into cultural identity conflicts in bilingual environments and express their own views in speaking activities. Finally, students will explore the interesting aspects of different Chinese dialects and consolidate their learning through a writing task.</p> <p>Mandarin Intermediate: In Term 3.1, Year 7 Mandarin Intermediate students will explore</p>	<p>Mandarin Advanced: Students are able to accurately understand the main ideas of reading and listening materials and express their views clearly and logically. They can confidently use relevant vocabulary in speaking activities, communicate their opinions fluently, and demonstrate a deep understanding of the relationship between language and identity in their writing, using accurate grammar and a wide range of vocabulary.</p> <p>Mandarin Intermediate: Excellence in Term 3.1 means confidently using learnt vocabulary and sentence structures across all three topics in both spoken and written Mandarin. Students achieving excellence will accurately use key grammar patterns — including 住在, 请 + Verb, 还, 是不是, and Colour + 的 + Noun — to construct clear and meaningful sentences. They will communicate naturally in role-play situations such as visiting a friend or describing an outfit, using appropriate polite expressions and correct word order. At an outstanding level, students will go beyond single sentences to form connected responses, demonstrate strong character recognition, and express personal ideas and preferences with confidence and accuracy in both familiar and new contexts.</p>

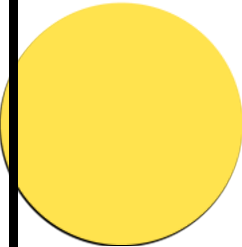




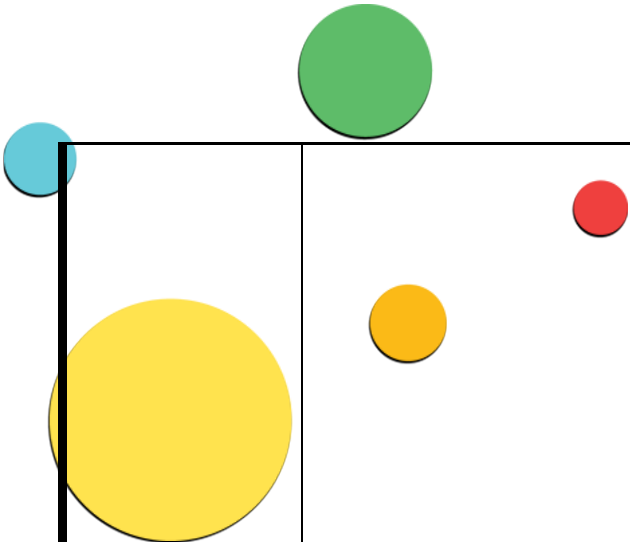
three everyday topics — visiting friends, colours, and clothes — building on the vocabulary and sentence structures learned in previous terms.

In the Visiting Friends unit, students will learn how to talk about addresses and locations using the structure Subject + 住 + 在 + Address. They will practise polite expressions such as 请进、您好 and learn to use 请 + Verb in social contexts. Students will strengthen their speaking and listening skills through role-plays and pair activities set in familiar everyday situations.

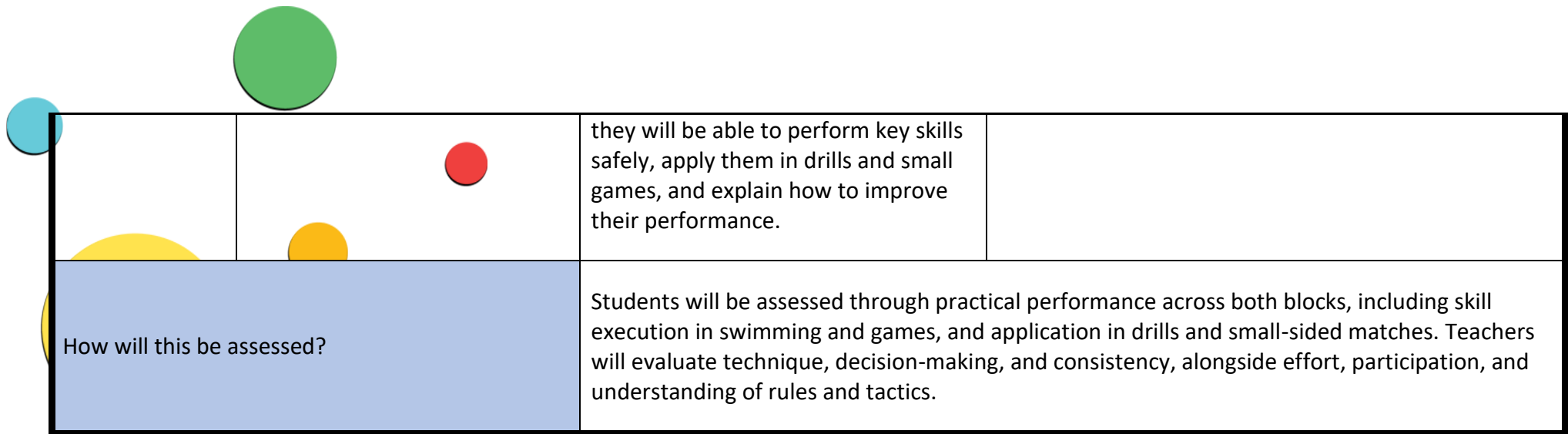
In the Colors unit, students will learn to name and describe colors using 这些/那些/哪些 + Noun and express preferences using Subject + 喜(欢) + 不 + 喜欢 + Object. They will also practise the 是不是 question structure to confirm or ask about preferences, and use 还 to express additional likes such as 她们喜欢红色、粉色，还喜欢黄色。

In the Clothes unit, students will describe what people wear using Subject + 穿 + Verb and learn to combine colour and clothing

	 	<p>vocabulary using Colour + 的 + Noun. They will read and discuss school uniforms and everyday clothing, and form longer sentences connecting colour, clothing, and personal preference.</p> <p>Across all three units, students will develop their four skills — listening, speaking, reading, and writing — through structured activities, pair work, and short written tasks using learnt vocabulary and grammar patterns.</p>	
<p>How will this be assessed?</p>		<p>Students will be assessed through vocabulary application tasks, listening comprehension activities, guided and semi-structured speaking tasks, differentiated reading comprehension exercises, sentence expansion, paragraph construction, and scaffolded writing tasks adapted for First Language, Second Language, and Foreign Language learners. Teacher observation, assessment rubrics, progress checklists, and low-stakes formative assessments will be used to monitor students' progress and support language development across different proficiency levels.</p>	
<p>Malay Language</p>	<p>Unit 6: Kampung Halaman dan Persekitaran</p>	<p>Students will learn vocabulary about places such as <i>rumah, taman, sungai, bandar, kampung</i>. They will learn to describe places and daily activities using short and simple sentences. Students will also learn basic grammar such as imbuhan awalan (me-, di-, pe-, ter-) in a simple way.</p>	<p>Excellence will be demonstrated by students who can confidently use a range of vocabulary to form clear and accurate sentences when describing places. They will go beyond simple phrases by combining ideas and adding relevant details to make their descriptions more engaging and meaningful. In speaking, they will express their ideas clearly and with growing confidence. In writing, they will produce a well-structured short</p>

		<p>They will practise listening, speaking, reading, and writing through guided activities.</p> <p>Students will gain basic knowledge of places and surroundings. They will learn how to form simple sentences and understand basic words. Students will develop confidence to talk about their home, surroundings, and daily activities using Bahasa Melayu. They will also understand how some words change meaning with prefixes.</p>	<p>paragraph (4–5 sentences) that explains their ideas using simple but effective details, showing clarity, coherence, and a good understanding of the topic.</p>
<p>How will this be assessed?</p>		<p>Assessment includes a range of tasks across all proficiency levels. For beginners, this includes matching words, saying simple words, and completing sentences to demonstrate basic understanding. At the intermediate level, students will be assessed through writing simple sentences and answering basic questions to show their ability to communicate ideas. For advanced learners, assessment includes writing short paragraphs and describing places clearly, demonstrating their ability to organise ideas and express them with appropriate detail.</p>	
<p>Physical Education</p>	<p>Developing Core Movement Skills Across Swimming, Basketball, Rugby and Netball</p>	<p>Weeks 1–3 (Block A): Students are divided into two working groups to establish foundational movement patterns. Group 1 will focus on Swimming, emphasizing body position, the "Pull-Breathe-Kick-Glide" rhythm in Breaststroke, and basic water confidence. Group 2 will focus</p>	<p>In Swimming, excellence is achieving a smooth, coordinated stroke where the kick and pull work in harmony without losing momentum.</p> <p>In Basketball and Netball, it is shown through disciplined footwork—consistently identifying the pivot foot and maintaining control while under light defensive pressure.</p>

	  	<p>on Basketball, moving from stationary ball handling to controlled dribbling and the "BEEF" (Balance, Eyes, Elbow, Follow-through) shooting technique.</p> <p>Weeks 4–6 (Block B): The groups swap disciplines to ensure all students master the basics. In field and court sports, Boys will engage in Rugby, focusing on the fundamentals of carrying the ball in two hands, safe falling, and the "Draw and Pass" technique. Girls will engage in Netball, focusing on the "landing foot" rule, basic chest and bounce passes, and understanding the specific areas of the court allowed for each position</p> <p>Students will learn and apply fundamental techniques across activities, including breaststroke coordination, controlled dribbling and shooting, accurate passing, and safe ball handling. They will develop understanding of basic rules and simple tactics such as finding space and maintaining possession. Students will improve coordination, balance, and control, while building teamwork and resilience. By the end of the unit,</p>	<p>In Rugby, excellence is characterized by the ability to pass accurately while moving and demonstrating a high level of safety awareness for oneself and others.</p> <p>Across all areas, "excellent" students demonstrate a humble and professional attitude, showing respect for equipment, following instructions immediately, and encouraging classmates who may be struggling with new skills.</p>
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		they will be able to perform key skills safely, apply them in drills and small games, and explain how to improve their performance.	
How will this be assessed?		Students will be assessed through practical performance across both blocks, including skill execution in swimming and games, and application in drills and small-sided matches. Teachers will evaluate technique, decision-making, and consistency, alongside effort, participation, and understanding of rules and tactics.	