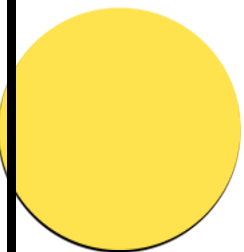

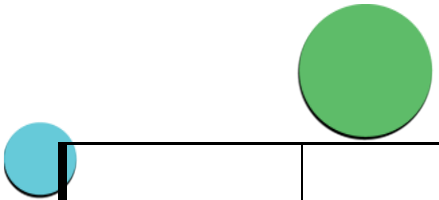


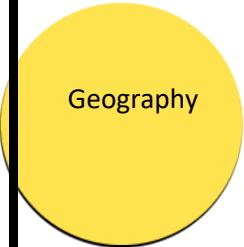
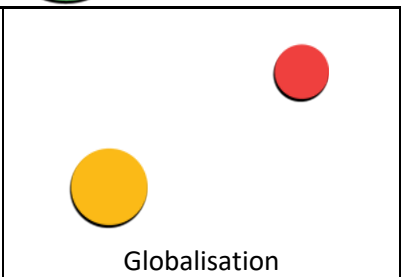
Straits International School Rawang
Curriculum Overview
Year 8 Autumn Term 1.2 2025/2026

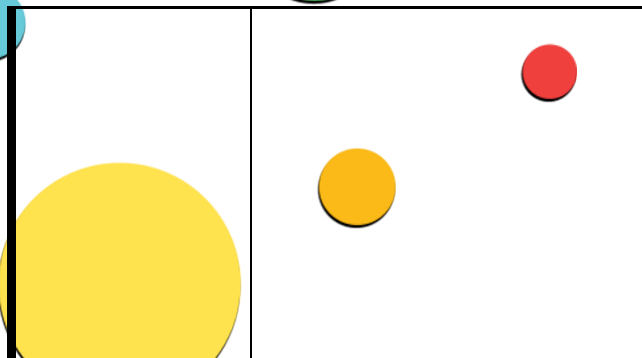
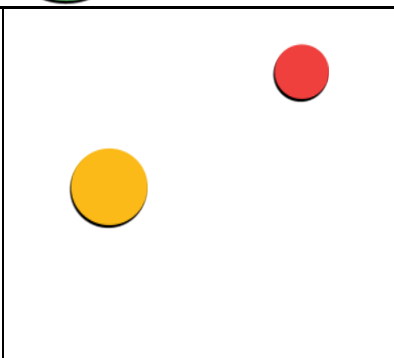
Autumn Term 1.2	What are we learning?	What KUS will we gain?	What will excellence look like?
English Language and Literature	Sherlock Holmes Novel- <i>A Scandal in Bohemia, The Red-Headed League, and The Blue Carbuncle</i>	In this unit, students will study three classic Sherlock Holmes stories — <i>A Scandal in Bohemia, The Red-Headed League, and The Blue Carbuncle</i> — to explore how Sir Arthur Conan Doyle creates mystery, suspense, and character through language and structure. They will analyse Holmes’s methods of deduction, Watson’s narration, and the portrayal of Victorian London as a backdrop for crime and investigation. Through reading lessons, students will examine themes such as justice, deception, and intelligence, as well as Doyle’s use of inference, irony, and dialogue. Writing tasks will include detective reports, diary entries, and analytical essays exploring Holmes and Watson’s partnership, while speaking and listening activities will feature group discussions, dramatic reenactments, debates on moral dilemmas, and presentations comparing key themes and techniques across the stories.	Excellence will be shown when students demonstrate a deep understanding of how Arthur Conan Doyle builds mystery and tension through language, structure, and characterisation. They will be able to analyse Holmes’s deductive methods and Watson’s narrative voice with insight, making thoughtful connections between the three stories and their historical context in Victorian London. In writing, excellent students will produce clear, detailed, and well-structured analytical responses, supported by precise evidence. In speaking and listening, they will communicate ideas confidently and collaboratively - engaging in thoughtful debate, performing with expression, and presenting interpretations that show originality and critical thinking.
How will this be assessed?		Students will be assessed on their understanding of the detective genre and their ability to analyze how Arthur Conan Doyle creates mystery, suspense, and character through language and structure. Reading assessments will measure their comprehension, inference, and analytical skills, focusing on how Holmes and Watson’s partnership develop across the stories. Writing tasks will assess their ability to construct clear, well-supported	

		analytical essays and creative writing inspired by the stories' style and tone. Speaking and listening assessments will evaluate how effectively students discuss ideas, present interpretations, and perform extracts with confidence and understanding of character and mood.	
 Mathematics	 UNIT 4 DECIMALS UNIT 5 ANGLES AND CONSTRUCTIONS UNIT 6 COLLECTING DATA	Students explore ordering decimals, where they will understand how to arrange decimal numbers in ascending or descending order with mathematical units. Students learn how to multiply and divide decimals, gaining the skills needed to solve problems involving decimal numbers. To simplify their calculation work, students will study techniques that make decimal calculations easier. In geometry, they will focus on parallel lines, learning their properties and angle fact. Students will also discover the concept of the exterior angle of a triangle and its relationship to the interior angles. Introduced to basic constructions, which involve using a compass and ruler to create geometric shapes. These topics will help strengthen their problem-solving abilities and understanding of mathematics. Students to explore about data collection and sampling.	To prove the sum of the triangles using parallel lines and the angle facts involved. Master decimals, parallel lines, triangle angles, constructions, and data collection, enhancing problem-solving and mathematical understanding.
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	Inside Atoms and Respiration and the respiratory system	Students will gain core knowledge of atomic structure, including the arrangement and properties of protons, neutrons, and electrons, and understand the significance of the nucleus in atomic theory. They will also learn about respiration and gas exchange,	Excellence means demonstrating accuracy, curiosity, and confidence in applying scientific concepts. High-performing students will use scientific terminology precisely, draw clear connections between theory and evidence, and present data in well-organised and logical formats. Their work will reflect a deep understanding of how atomic and biological systems



		<p>studying how oxygen and carbon dioxide are transported and how respiration supports life processes. Through practical experiments, students will observe diffusion, investigate the effects of exercise on breathing rates, and analyse data related to gas exchange. By the end of the unit, students will be able to explain how atomic structure influences chemical behaviour and how respiration provides the energy necessary for life.</p>	<p>interact, with clear, evidence-based explanations of how energy and matter sustain living organisms.</p>
<p>How will this be assessed?</p>		<p>Students will be assessed through practical investigations, quizzes, and written responses. Assessments will measure their ability to explain atomic and biological processes, interpret experimental data, and apply knowledge to real-world examples. Extended responses will evaluate how effectively students connect atomic theory to biological respiration, demonstrating their ability to reason scientifically and support ideas with evidence.</p>	
<p>History</p>	<p>Life in Tudor Times</p>	<p>Students will gain detailed knowledge of everyday life in Tudor England, including education, food, clothing, entertainment, and crime and punishment. They will explore the differences between rich and poor lifestyles and understand how Tudor monarchs influenced culture and society. Skills include interpreting visual and written sources, comparing past and present customs, and evaluating reliability and perspective. Understanding will focus on how social class, gender, and religion affected people's experiences and opportunities.</p>	<p>Excellence will be demonstrated through accurate, descriptive, and analytical responses that combine factual detail with critical thinking. Excellent students will use historical sources creatively, present balanced views, and communicate with clarity and empathy when explaining how people lived in Tudor England.</p>
<p>How will this be assessed?</p>		<p>Students will be assessed through factual quizzes, group research projects, and short essay responses comparing lifestyles. Collaborative tasks like "Tudor MasterChef," fashion analysis, and mock trials for Tudor crimes will develop engagement and teamwork. Oral presentations and peer feedback will strengthen speaking and listening skills, supporting inclusive, high-impact learning.</p>	

 <p>Geography</p>	 <p>Globalisation</p>	<p>Students will gain knowledge of how globalisation connects nations and influences trade, employment, and consumption. They will understand key concepts such as supply chains, international trade, and the role of TNCs in shaping global economies. Skills developed will include analysing global data, interpreting digital maps, and evaluating the causes and effects of global interdependence. By the end of the unit, students will be able to explain how globalisation drives economic growth and cultural exchange while also creating inequalities and environmental pressures.</p>	<p>Excellence means demonstrating a deep understanding of how global systems interact and influence people’s lives. High-performing students will use key terminology confidently, support ideas with real-world case studies, and evaluate multiple perspectives on globalisation. Their work will show critical thinking and awareness of both the benefits and drawbacks of living in a connected world, using evidence to form balanced and well-reasoned conclusions.</p>
<p>How will this be assessed?</p>		<p>Students will be assessed through quizzes, written tasks, and data analysis activities. Assessments will measure their ability to define and explain key terms, interpret patterns of trade and global connectivity, and evaluate the impact of globalisation on people and places. Extended responses will test how effectively students use case studies, data, and evidence to present informed views on the challenges and opportunities of globalisation.</p>	
<p>Enterprise</p>	<p>Stages of risk management</p>	<p>Students will understand what risk management means and why it is important in business and everyday life. They will learn the main stages — identifying risks, assessing them, planning how to deal with them, taking action, and reviewing the results. Students will also learn about different types of risks that businesses may face, such as financial or market risks.</p> <p>Through group projects and discussions, students will develop skills in problem-solving, teamwork, and decision-making. They will practise thinking ahead, spotting</p>	<p>Excellence in learning about risk management means that students can clearly explain each stage and apply it confidently to real or simulated business situations. Excellent students can identify different types of risks, assess how serious they are, and suggest practical ways to reduce or manage them.</p> <p>They show strong critical thinking by analysing problems carefully before making decisions. In group tasks, they take initiative, communicate clearly, and help their team plan effectively.</p> <p>Students who achieve excellence also reflect on their work — they evaluate what went well, what could be improved,</p>

		<p>possible problems, and finding ways to reduce or manage them.</p> <p>Students will understand that taking risks is a normal part of enterprise and that good planning helps to reduce failure. They will learn that managing risks carefully can lead to better outcomes, confidence, and success in business and in life.</p>	<p>and how their decisions affected the outcome. They demonstrate responsibility, creativity, and confidence when managing risks in any enterprise activity.</p>
<p>How will this be assessed?</p>		<p>Risk management will be assessed through class activities and projects. Teacher will check how well students can identify risks, explain them, and find ways to manage or reduce them.</p> <p>Students will also be assessed on how they work in teams — how they plan, share ideas, and make decisions. They may do short written tasks or group presentations to show their understanding.</p> <p>Reflection will be part of the assessment too. Students will think about what they learned, how they managed risks, and how they can improve next time.</p>	
<p>ICT</p>	<p>Database</p>	<p>Knowledge: Students will gain an understanding of database structures, including tables, fields, records, and relationships between tables.</p> <p>Understanding: They will understand the application of databases in solving problems and supporting decision-making.</p> <p>Skills: Students will develop skills in creating databases and effectively using queries to manipulate and retrieve information. They</p>	<p>Excellence is measured by the student’s ability to create well-structured databases, use advanced querying techniques to solve complex problems, and ensure data accuracy and consistency throughout.</p>

		will also practice methods of data validation and data analysis.	
How will this be assessed?		Students will identify fields and records, enter and edit data, and use queries to search, filter, or sort information. They will also create forms for easier data entry and reports to display the results clearly.	
Art & Design	Drawing to Pattern — Poly Prints, Resist & Mixed-Media (Global Textile Traditions)	<p>Knowledge: How repeat patterns work across traditions (Malaysian Batik, Japanese katazome/shibori, Korean jogakbo/bojagi, Chinese cloud/brocade, Irish Newgrange spirals/La Tène Celtic patterns, English Liberty/Arts & Crafts). Where print, resist, collage and clay sit in a mixed-media artwork; key clay words (texture, finish).</p> <p>Understanding: How to simplify drawings into clear shapes; how colour, spacing and layer order create emphasis; how resist edges differ from printed edges; how a clay surface can echo a textile pattern/structure; how to plan, test and then choose the strongest idea.</p> <p>Skills: Observational sketching; motif and repeat design; clean, safe poly printing; simple batik-inspired resist; controlled monoprint and collage; building readable clay textures with a tidy finish; neat presentation with a short caption.</p>	A sketchbook that moves from careful drawings to a clear motif and a working repeat; clean print trials plus a successful resist sample; a mixed-media piece where colour, spacing and placement feel purposeful; a small clay panel with clear textures and a consistent surface; a brief caption naming the chosen influence and one key decision.

How will this be assessed?

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Assessment is ongoing, formative and diagnostic during lessons (quick, specific pointers while students work). Short formal checkpoints happen at sensible moments: is the motif/repeat clear, are first prints clean, do added layers or resist improve the picture, is the clay texture neat and finished well? The final summative judgement looks at four strands: 1) quality and finish, 2) control of chosen techniques (poly print, resist, monoprint, collage, clay), 3) design and communication (a purposeful, balanced piece), and 4) presentation and reflection (neat mounting with a simple caption). Each student receives one clear next step for the following term.

Independent choice

Students choose which traditions to reference — Irish Newgrange spirals/La Tène Celtic, Malaysian Batik, Japanese katazome/shibori, Korean jogakbo/bojagi, Chinese cloud/brocade, English Liberty/Arts & Crafts — select colours and processes, and curate their strongest studies for the final piece.

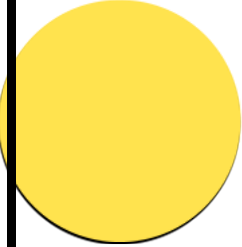

Use wax crayon or PVA/cold-wax substitute on cartridge paper, then brush on a diluted wash/ink to reveal the resist — no hot wax needed. Optional extension: simple stamp printing (to echo block traditions) or paper “patch” joins (jogakbo-inspired).

Drama



Introduction to Physical Theatre

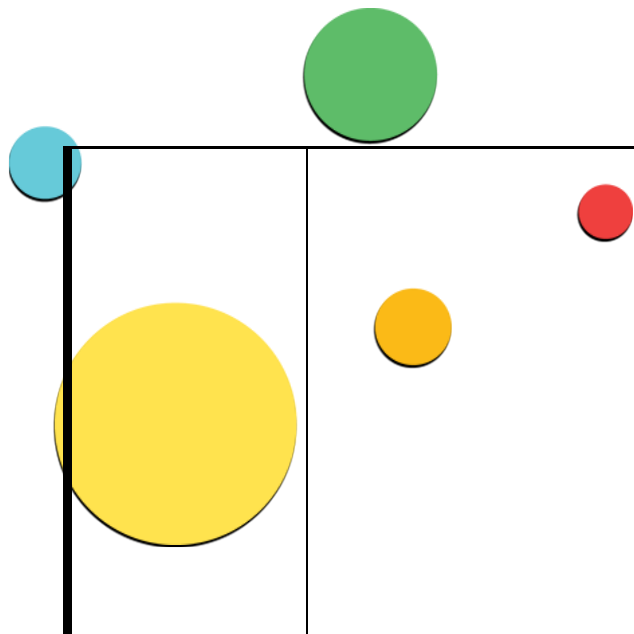
In this unit, students will be introduced to the principles of physical theatre, focusing on how movement and the body can be used to tell a story without relying on spoken words. They will gain knowledge of the origins and key practitioners of physical theatre, such as Jacques Lecoq and Frantic Assembly, and learn about techniques like mime, gesture, and ensemble work.

Excellence in this unit will be demonstrated through confident and controlled physical expression, creative use of space and movement, and strong ensemble collaboration. Outstanding work will show originality, precision, and the ability to convey clear meaning without dialogue.

		<p>Students will develop an understanding of how physicality can communicate meaning, emotion, and narrative, and how space, levels, and dynamics contribute to performance. They will also explore the importance of collaboration and trust when creating physical theatre pieces.</p> <p>The skills developed will include using the body expressively, creating and sustaining physical characters, and working as part of an ensemble to devise short performances. Students will learn to combine movement with rhythm and timing to create visually engaging work.</p>	
<p>How will this be assessed?</p>		<p>Assessment will include both formative and summative approaches. During rehearsals, teachers will provide feedback on movement quality, creativity, and teamwork, while peers will offer constructive comments. For the final assessment, students will present a devised physical theatre piece in small groups, showcasing their ability to communicate a story through movement. A short reflection will accompany the performance, explain their creative choices, and understand physical theatre techniques.</p>	
<p>Music</p>	<p>Blues music History of Blues Blues scales Famous blues musicians 12 bar blues</p>	<p>Students are gaining knowledge of the history of Blues music, the stylistic features that define the genre, and key figures who shaped its development. They are developing an understanding of the 12-bar blues form, the relationship between chord progressions and improvisation, and how the blues scale is used in performance. They are strengthening their skills in performing blues chord sequences, improvising short melodic ideas, and recognising features of the genre in listening and theory tasks.</p>	<p>Excellence is shown through a confident performance of the 12-bar blues progression, both individually and in ensemble contexts. It is demonstrated by accurate and creative use of the blues scale in improvisation and the ability to recognise and describe key features of Blues music in listening or written work. Excellence is also evident in the student's ability to make links between the historical background of the genre and its musical features.</p>
<p>How will this be assessed?</p>		<p>Assessment is carried out through both practical and theoretical tasks. Students are assessed on their ability to perform the 12-bar blues progression fluently, to use the blues scale in improvisation, and to participate</p>	

		effectively in group performance. They are also assessed through short written tasks or quizzes on the history of Blues music, famous musicians, and the characteristics of the genre.	
Mandarin	<p>Advanced: 假日和旅游 (Holidays and Travel)</p> <p>Intermediate: Leisure, Weather & Seasons</p>	<p>Advanced: 在这单元, 学生会认识不同的旅游方式, 透过阅读不同的文章去了解旅行的意义, 并对各种课题展开讨论。</p> <p>Intermediate: Students will acquire vocabulary to discuss leisure activities, pets, and daily routines, expressing how they spend free time and interact with friends. They will learn weather-related vocabulary, sentence structures for describing conditions and temperatures, and practice weather predictions. Grammar focus includes using time phrases, frequency words, and conditionals. Cultural knowledge will expand through exploring seasonal differences in famous Chinese cities. Skills in listening, speaking, reading, and writing will be developed through dialogues, role-plays, and short descriptive texts.</p>	<p>Advanced 学生将阅读一些有关假日和旅游的文章如: 《国庆长假出游》、《新式旅游日记》等, 从而探讨文中的相关的知识点以及提高学生的写作技巧。</p> <p>Intermediate: Excellence will be shown when students confidently describe their leisure activities, pets, and routines with accurate vocabulary and sentence structures. They will clearly explain weather conditions, write temperature reports, and make predictions using appropriate phrases. In discussions, they will compare seasons in different Chinese cities and express personal preferences. Strong performance will include fluency in oral tasks, precise writing with varied expressions, and cultural awareness. High achievers may also extend answers with creative details, showing strong mastery of both language and context.</p>
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.	
Bahasa Melayu	Unit 9: Kesihatan dan kecergasan	In Unit 9: Kesihatan dan Kecergasan, students will learn how to talk about health and fitness, discussing important habits that keep them healthy, such as exercising and eating balanced meals. They will describe activities they do to stay fit, like "berjoging," "berenang," or "bermain bola." In addition, students will be introduced to the use of affixes in the Malay language, such as "ber-"	In Unit 9: Kesihatan dan Kecergasan, students are set to excel by mastering essential health and fitness vocabulary, which will empower them to articulate their personal wellness routines with greater confidence and clarity, thereby enhancing their self-expression in both spoken and written forms. This linguistic growth is further supported by a solid grasp of grammatical foundations, as they will learn to understand and apply affixes like "ber-" and "men-" in word formation. Ultimately, the unit aims to cultivate a

	 	<p>and "men-", to form words related to health and fitness. By the end of the unit, they will be able to discuss ways to maintain a healthy lifestyle and use these new words correctly in their sentences.</p>	<p>profound awareness of healthy living, equipping students with the knowledge and practical understanding to integrate and maintain positive health and fitness habits into their daily lives.</p>
<p>How will this be assessed?</p>		<p>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.</p>	
<p>Physical Education</p>	<p>8R badminton 8S athletics November- swimming</p>	<p>Badminton:</p> <p>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.</p> <p>Athletics:</p> <p>Students will gain knowledge and practical experience in various athletic disciplines, including running, jumping, and throwing 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.</p>	<p>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. Able to execute tight net shots, hairpin drops, and aggressive net kills, effectively maintaining pressure on their opponents and dominating the net area.</p> <p>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 demonstrate superior strength and refined technique, achieving consistently long and accurate throws.</p> <p>In swimming, students exhibit excellence through complete water confidence, moving fluidly and with control. They can</p>



		<p>Swimming:</p> <p>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.</p>	<p>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.</p>
<p>How will this be assessed?</p>		<p>Badminton- students will be assessed on the skills of serving, lob, lift, net, gameplay Athletics- students will be assessed on running, jumping and throwing events Swimming- students will be assessed on water confidence, floating, freestyle and backstroke</p>	