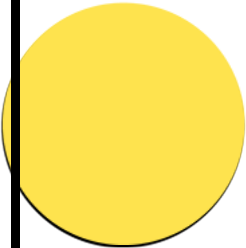





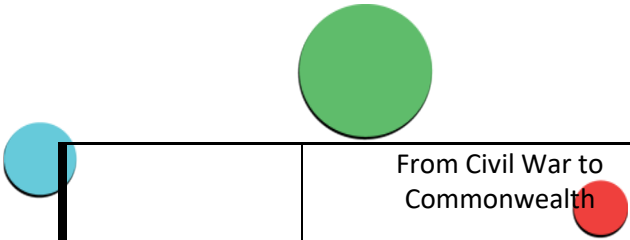
**Straits International School Rawang**  
**Curriculum Overview**  
**Year 8 Spring Term 2.1 2025/2026**



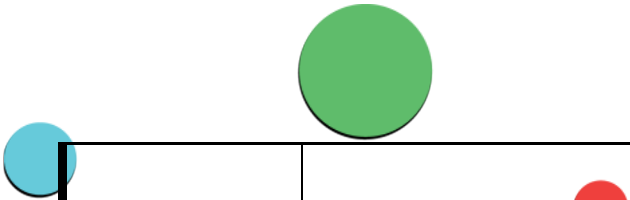
Spring Term 2.1	What are we learning?	What KUS will we gain?	What will excellence look like?
<p>English Language and Literature</p>	<p>We are learning about <i>An Inspector Calls</i>, a play by J.B. Priestley that explores responsibility, social class, and the impact our actions have on others. Through the story of the Birling family and the mysterious Inspector Goole, we will examine how the playwright creates tension and delivers a powerful message about justice and morality.</p>	<p>In this unit, students will study <i>An Inspector Calls</i> to explore how J.B. Priestley creates tension, mystery, and social critique through characterisation, dialogue, and dramatic structure. They will analyse the Inspector's role as a catalyst for truth, the moral responsibility of each Birling family member, and the play's broader messages about class, inequality, and collective responsibility. Through reading lessons, students will examine themes such as guilt, power, generational conflict, and social justice, alongside Priestley's use of dramatic irony, symbolism, stage directions, and the cyclical structure of the play. Writing tasks will include analytical essays on character and theme, persuasive speeches on social responsibility, and creative tasks such as interior monologues or alternative scenes. Speaking and listening activities will involve group discussions, character hot-seating, dramatic readings of key moments, and debates on the play's moral questions and continuing relevance in modern society.</p>	<p>Excellence will be demonstrated when students show a deep, critical understanding of the play's themes, characters, and dramatic methods. They will be able to explain clearly how Priestley uses structure, dialogue, and stagecraft to build tension and communicate his social message, supporting their ideas with precise evidence from the text. Excellent students will analyse the Inspector's role with insight, make thoughtful connections between the behaviour of the Birling family and wider issues of class and responsibility, and confidently discuss how the play reflects both its historical context and modern relevance. Their writing will be well-structured, analytical, and convincing, whether they are crafting essays, speeches, or creative pieces that reflect the play's tone and themes. In speaking and listening tasks, excellence will be seen through expressive dramatic readings, perceptive contributions to discussions and debates, and the ability to respond thoughtfully to others' ideas while demonstrating strong understanding of Priestley's social critique.</p>

How will this be assessed?		Students will be assessed on their ability to analyse <i>An Inspector Calls</i> and respond in writing, through tasks such as extract questions, character or theme comparisons, analytical essays, persuasive speeches, and creative pieces, all demonstrating understanding of Priestley's language, structure, and social messages.	
Mathematics	<p style="text-align: center;"><b>Unit 5 Angles and construction</b></p> <p style="text-align: center;"><b>Unit 7 Fractions</b></p> <p style="text-align: center;"><b>Unit 10 Percentages</b></p>	<p>Students will explore <b>fractions and percentages</b>, recognising equivalent fractions, decimals, and percentages, including recurring decimals. They will compare and order positive and negative fractions and percentages, and confidently perform calculations involving fractions, mixed numbers, and percentages, including increase, decrease, and real-life applications.</p> <p>Students will develop a strong understanding of <b>angles and geometric constructions</b>, identifying and measuring angles accurately. They will apply angle rules involving parallel lines, triangles, and polygons, and construct angles, perpendicular and parallel lines, and basic geometric figures using appropriate mathematical instruments.</p> <p>Through guided practice and problem-solving activities, students will strengthen their reasoning and accuracy in calculations, as well as their precision in geometric constructions.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Recognise and convert between <b>fractions, decimals, and percentages</b>, including recurring decimals</li> <li>• Compare and order <b>positive and negative fractions and percentages</b></li> <li>• Perform calculations involving <b>fractions, mixed numbers, and percentages</b>, simplifying answers correctly</li> <li>• Apply percentages to <b>real-life contexts</b>, such as discounts, profit, loss, and increase/decrease</li> <li>• Identify, measure, and calculate <b>angles</b> using appropriate angle rules</li> </ul>
How will this be assessed?		Students will be assessed through various formative and summative assessment on angles, fractions, and Percentages.	

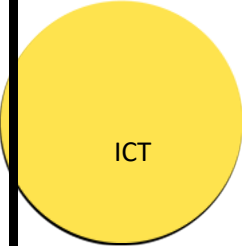



 <p>Combined Science</p>	   <p>Light and Magnetism</p>	<p>Students will investigate the behaviour and properties of light, learning how vision works, how reflection and refraction occur, and how phenomena such as colour and dispersion are produced. They will explore the speed of light and how it changes in different materials, as well as the concept of total internal reflection. Students will also study how scientific ideas about light have developed over time and examine real-world applications, including how cameras and the human eye function by replicating or enhancing natural vision.</p> <p>In the magnetism unit, students will study the characteristics of magnets, how magnetic fields operate, and how electromagnets are created and used. They will explore the technological applications of electromagnets in devices such as cranes, motors, and medical equipment. Through a series of investigations, students will test electromagnet strength and behaviour, assess variables and potential risks, and present their results using tables, graphs, and clear scientific reasoning.</p>	<p>Excellence will be shown when students can clearly describe and apply the principles of reflection and refraction, explain how dispersion and colour formation occur, and relate the behaviour of light to practical examples such as cameras and the human eye. High-achieving students will accurately analyse magnetic behaviour, illustrate magnetic fields, and explain the function and everyday uses of electromagnets. They will also design, conduct, and evaluate electromagnet investigations with well-organised data, thoughtful analysis, and careful consideration of variables and safety.</p>
<p>How will this be assessed?</p>		<p>Assessment will include practical investigations, written tasks, projects, worksheets, and quizzes, measuring understanding of concepts, experimental skills, data analysis, and application of knowledge to real-life contexts.</p>	
<p>History</p>	<p>Chapter 3 Exit the Tudors, Enter the Stuarts . Chapter 4</p>	<p>Students will learn how the Tudor era ended and the Stuart period began, exploring the causes of the English Civil War, the roles of</p>	<p><b>Excellence will be demonstrated when students</b> present balanced explanations of the causes of the Civil War, evaluate Cromwell's leadership using evidence, recognise how</p>

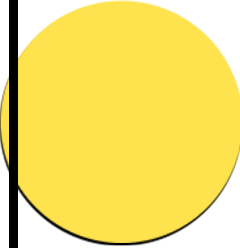


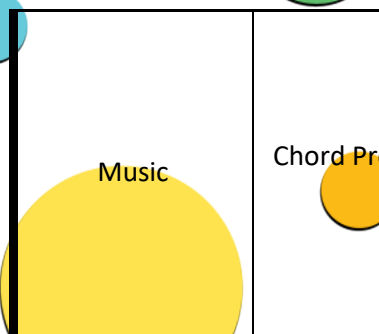
	<p>From Civil War to Commonwealth</p>	<p>Parliament and monarchy, key individuals like Charles I and Cromwell, and the creation of the Commonwealth. They will understand why the war broke out, how different groups justified their actions, and how political change affected ordinary people, recognising continuity and change between Tudor and Stuart rule. Throughout the topic, students will develop skills in analysing sources, evaluating reliability and bias, constructing evidence-based arguments, comparing perspectives, and clearly communicating historical explanations using appropriate vocabulary.</p>	<p>political and religious ideas influenced people’s lives, and produce coherent written or verbal arguments supported with examples. Excellent students will demonstrate empathy and reasoned judgement when exploring different viewpoints (e.g., Royalist vs Parliamentarian) and confidently apply historical terminology.</p>
<p>How will this be assessed?</p>		<p>Students will complete factual quizzes on key events and vocabulary, write short structured responses explaining causes and consequences, and participate in a Parliament–Royalists debate to show understanding of differing viewpoints. They will analyse visual and textual sources (such as trial transcripts, propaganda images, and soldiers’ accounts) to draw thoughtful conclusions. Students will also produce a creative task, designing a “Civil War News Poster” that summarises events and perspectives, followed by peer feedback that strengthens communication, listening, and critical thinking.</p>	
<p>Geography</p>	<p>Cities : What Are They Like to Live In?</p>	<p>Students will explore how cities grow, function, and change over time. They will examine global urbanisation patterns, investigate why cities develop in certain locations, and use GIS to analyse how cities expand. By studying different models of urban land use, students will understand how residential, commercial, and industrial areas are organised.</p> <p>The unit also introduces global cities and megacities, focusing on what makes them influential. Students will learn who lives in</p>	<p>Excellence will be shown when students can clearly explain the processes of urban growth, interpret GIS data accurately, and apply urban land use models to different cities. High-achieving students will compare global cities with insight, analyse the impacts of regeneration using case study evidence, and evaluate sustainable solutions to urban challenges.</p>

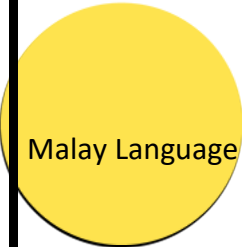




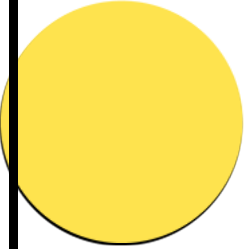



		<p>cities and why, examining the social, economic, and environmental factors that draw people to urban areas. They will consider both the benefits of city life and the challenges, including congestion, pollution, and housing pressures.</p> <p>Students will study how cities regenerate through redevelopment and compare how Tangshan and Sheffield have changed. They will explore how cities contribute to and are affected by climate change, and examine ways to make urban areas more sustainable and resilient. The unit ends with a look at how future cities might be designed.</p>	
How will this be assessed?		Assessment will include data interpretation tasks, map analysis, structured written responses, and short quizzes. These will measure students' ability to describe urban processes, explain benefits and challenges of city living, and apply geographical understanding to real and future urban contexts.	
Enterprise	<p>Legal obligations</p> <p>Ethical considerations</p>	<p>Students will learn the main laws businesses must follow, why following them is important, and how to avoid legal problems. They will also learn about fairness, honesty, and social responsibility, and how to make business decisions that are both profitable and ethical.</p>	<p>Students will learn to explain legal rules clearly and use them correctly in different business situations. They will understand how following the law affects a business and plan practical ways to stay compliant. They will also learn to spot ethical problems, think about how they affect different people, and suggest responsible and creative solutions.</p>
How will this be assessed?		Teacher/self-assessment, presentation, speaking tasks, projects, group work	

 <p>ICT</p>	   <p>Chapter 2.2 Database Validation rules Chapter 3.1 Types of Network</p>	<p><b>Knowledge:</b> The different types of networks, data transmission methods, network security practices, the concept of e-learning, and the use of computers in education and discovery.</p> <p><b>Understanding:</b> How networks operate and function of network components, and the role of computers in facilitating learning and exploration.</p> <p><b>Skills:</b> Designing and evaluating networks using the VISUAL PARADIGM tool, simulating message delivery, and effectively using computers for e-learning and discovery purposes.</p> <p>Design Query</p>	<p>Excellence will be demonstrated through a thorough understanding of network types and their applications, secure and efficient data transmission, setting RJ45 cable using the crimping tool and the innovative use of computers in e-learning and discovery activities.</p>
<p>How will this be assessed?</p>		<p><b>Case Study:</b> Analyze a real-world network scenario and propose solutions based on the type of network and security practices.</p> <p><b>Quiz:</b> A quiz covering key concepts of network types, data transmission methods, and security practices.</p> <p><b>Practical Task:</b> Create Query based on the criteria in Database</p>	
<p>Art &amp; Design</p>	<p><b>Modern Still Life: Exploring Objects, Space and Bold Colour through Contemporary Art</b></p> <p>Students explore a <b>modern approach to still life</b>, using everyday objects to investigate <b>shape, space, colour and composition</b>. They</p>	<p>Students will complete 3 mini projects:</p> <ul style="list-style-type: none"> <li>• <b>Project 1: Modern Still Life – Knowledge:</b> contemporary still life artists and composition   <b>Skills:</b> observational drawing, shape, colour   <b>Understanding:</b> how objects can be simplified for visual impact.</li> <li>• <b>Project 2: Cultural Still Life (Chinese New Year) –</b></li> </ul>	<p>Excellence will be shown when students approach challenges in art with a positive, solution-focused attitude. High-quality work will demonstrate careful observation, confident use of shape and colour, and thoughtful composition. Students will experiment, respond to feedback, refine their ideas and show clear improvement across projects. Sketchbooks will evidence persistence, reflection and a growth mindset, with students learning from mistakes and developing their work over time.</p>

	<p>will simplify forms, experiment with bold and flat colour, create a <b>Chinese New Year still life</b> using symbolic objects and colour, and develop a final personal still life composition that shows creative intention and thoughtful design choices.</p>	<p><b>Knowledge:</b> symbolic objects and colour meaning   <b>Skills:</b> decorative composition, pattern and colour use   <b>Understanding:</b> how art communicates cultural meaning.</p> <ul style="list-style-type: none"> <li>• <b>Project 3: Personal Still Life</b> – <b>Knowledge:</b> artist-led development   <b>Skills:</b> refining composition and colour   <b>Understanding:</b> how artistic choices strengthen final outcomes.</li> </ul>	
<p>How will this be assessed?</p>		<p>Assessment is ongoing and diagnostic, meaning teachers regularly check understanding and skills during lessons so support can be given at the right time. Self-assessment, peer feedback and teacher feedback are used throughout each project. Students use the MIKE framework (<i>Making, Ideas, Knowledge and Evaluation</i>) to understand success and improve their work. Final assessment is based on sketchbook development and completed artworks.</p>	
<p>Drama</p>	<p>Comedy and Tragedy</p>	<p>Learners will explore the contrasting elements of two major theatrical genres, gaining knowledge of their historical origins, key characteristics, and thematic significance. They will develop an understanding of how tone, timing, and emotional expression shape audience response, and learn to interpret scripts that demand both comedic timing and tragic intensity. Skills will include voice modulation, physicality, and adaptability to shift between humour and pathos, as well as collaborative rehearsal techniques.</p>	<p>Excellence will be evident when students demonstrate nuanced character portrayal, effectively balance humour and gravity, and engage the audience through expressive delivery and confident stage presence.</p>
<p>How will this be assessed?</p>		<p>Assessment will be ongoing through teacher observation during rehearsals, structured peer feedback to refine performance choices, and formal evaluation of final presentations, supported by individual feedback on strengths and areas for growth.</p>	

 <p>Music</p>	<p>Chord Progressions &amp; Musical Analysis</p>	<p>This term builds on prior knowledge of harmony by introducing chord analysis using Roman numerals. Students will learn how to identify chord functions within a key and analyse simple chord progressions. They will apply this theoretical understanding through practical performance, playing chord progressions and songs while developing accuracy, confidence, and musical awareness.</p>	<p>Excellence means students can accurately analyse chord progressions using Roman numerals and explain how chords function within a key. In performance, they will confidently play chord progressions in time, demonstrate good ensemble skills, and apply their analytical understanding to practical music-making.</p>
<p>How will this be assessed?</p>		<p>Chord analysis tasks, listening exercises, and practical performance assessment.</p>	
<p>Mandarin</p>	<p><b>Advanced:</b> 生活故事</p> <p><b>Intermediate:</b> <b>Sickness (疾病):</b> Learn names of illnesses, how to ask about health, and things to avoid when sick.</p> <p><b>School Facilities (学校设施):</b> Describe your school facilities.</p> <p><b>School Subjects (学校科目):</b> Talk about subjects studied at school, number of friends, and daily homework.</p>	<p><b>Mandarin Advanced</b> 在这单元，学生会认识不同人的生活轨迹，透过阅读不同的文章去了解不一样的人生，并对各种课题展开讨论。</p> <p><b>Intermediate:</b></p> <ul style="list-style-type: none"> <li>• <b>Knowledge:</b> Understand vocabulary for illnesses, school facilities, and subjects.</li> <li>• <b>Understanding:</b> Form meaningful sentences to describe health, school environment, and study habits.</li> <li>• <b>Skills:</b> Speak, write, and comprehend information on these topics confidently.</li> </ul>	<p><b>Mandarin Advanced</b> 学生将阅读一些有关生活故事的文章如：《生活中的“小镜头”》、《全球最年轻女机长》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><b>Intermediate:</b></p> <ul style="list-style-type: none"> <li>• Fluently discuss health, school facilities, and subjects in full sentences.</li> <li>• Write detailed and accurate descriptions with proper grammar and vocabulary.</li> <li>• Respond thoughtfully to comprehension tasks and participate actively in conversations.</li> </ul>
<p>How will this be assessed?</p>		<p>This unit will be assessed through a variety of formats that evaluate students' listening, speaking, reading, and writing skills. The goal is to ensure students not only acquire language knowledge but can also apply it flexibly to express their understanding and opinions.</p>	

 <p>Malay Language</p>	  <p>Unit 10: Membeli Belah</p>	<p>In Unit 10: Membeli-belah (Shopping), students will focus on vocabulary related to shopping, such as pasar (market), kedai (shop), harga (price), barang (item), and bayar (pay). They will learn how to talk about their shopping experiences, discussing places they shop, what they buy, and how they make their choices. Students will practice how to ask for prices using questions like "Berapa harga ini?" (How much is this?), and how to express their intention to buy something, such as "Saya ingin membeli ini" (I would like to buy this). They will also role-play real-life shopping scenarios to build confidence in using the language for practical, everyday interactions.</p>	<p>In this unit, students will excel in the following areas:</p> <ol style="list-style-type: none"> <li>1. <b>Expanding Vocabulary:</b> Students will learn key words related to shopping, such as types of stores, departments, name of the items, and payment terms.</li> <li>2. <b>Describing Shopping Experiences:</b> Students will be able to discuss where they shop, what they buy, and how they make purchasing decisions.</li> <li>3. <b>Role Play:</b> Students will practice simple dialogues for buying items, including asking for the price and expressing interest in purchasing.</li> </ol>
<p>How will this be assessed?</p>		<p>Speaking practice, quiz, dialogue making, role play, and presentation.</p>	
<p>Physical Education</p>	<p>Basketball and Volleyball</p>	<p><b>Basketball:</b></p> <p>Students will develop essential basketball skills, including dribbling with control, accurate passing, and effective shooting techniques. Through gameplay, they will learn teamwork, strategic thinking, and court awareness, enhancing their decision-making and collaboration skills.</p> <p><b>Volleyball:</b></p>	<p><b>Basketball:</b></p> <ul style="list-style-type: none"> <li>• <b>Passing:</b> Delivers accurate, well-timed passes under various conditions, using different techniques to maintain ball movement and create scoring opportunities.</li> <li>• <b>Shooting:</b> Consistently accurate from various positions, with proper form and the ability to perform effectively under pressure.</li> <li>• <b>Dribbling Under Pressure:</b> Maintains control and composure while dribbling in high-pressure situations, using both hands effectively and adapting to defensive challenges.</li> </ul>

	  	<p>Students will gain foundational knowledge of volleyball, focusing on digging, setting and serving techniques. They will also learn the basic rules of the game, fostering an understanding of gameplay and the importance of teamwork. These skills will improve their hand-eye coordination, communication, and ability to participate confidently in the sport.</p>	<ul style="list-style-type: none"> <li>• <b>Gameplay:</b> Demonstrates advanced court awareness, quick decision-making, and strong teamwork, making strategic contributions on both offense and defense.</li> </ul> <p><b>Volleyball:</b></p> <ul style="list-style-type: none"> <li>• <b>Digging:</b> Executes controlled and accurate digs, effectively recovering difficult balls and setting up plays.</li> <li>• <b>Serving:</b> Consistently delivers accurate, strategic serves with appropriate power and placement.</li> <li>• <b>Setting:</b> Demonstrates precise and consistent sets, ensuring smooth transitions to attacking plays.</li> <li>• <b>Rules:</b> Shows a thorough understanding of the rules, adhering to them while playing with confidence and sportsmanship.</li> </ul>
<p>How will this be assessed?</p>		<p>Basketball and volleyball match</p>	