

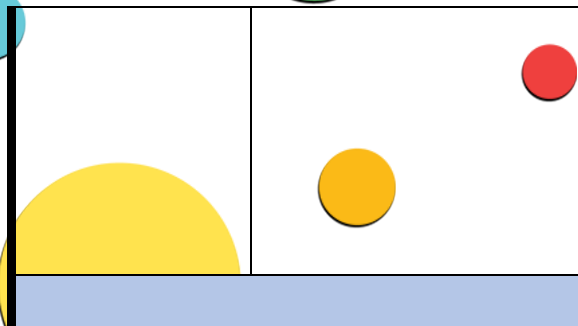


Ethical considerations Straits International School Rawang

Curriculum Overview

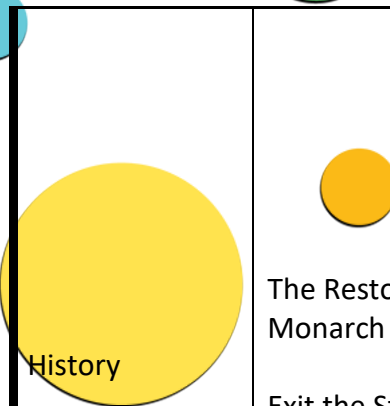
Year 8 Summer Term 3.1 2025/2026

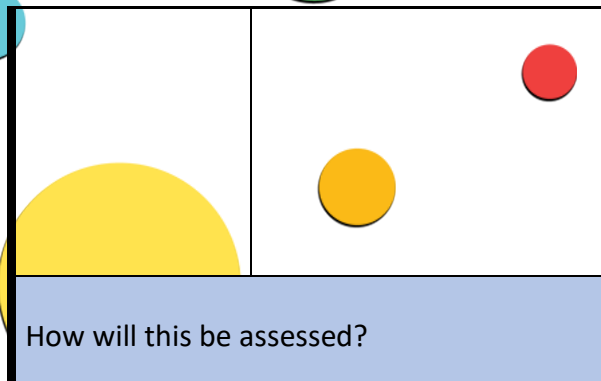
Summer Term 3.1	What are we learning?	What KUS will we gain?	What will excellence look like?
English Language and Literature	Poetry Unit – Power and Conflict	<p>This unit explores a range of poems from the Power and Conflict cluster, including <i>Ozymandias</i> by Percy Bysshe Shelley, <i>London</i> by William Blake, <i>My Last Duchess</i> by Robert Browning, <i>The Charge of the Light Brigade</i> by Alfred, Lord Tennyson, <i>Exposure</i> by Wilfred Owen, <i>Storm on the Island</i> by Seamus Heaney, <i>Bayonet Charge</i> by Ted Hughes, <i>Remains</i> by Simon Armitage, <i>War Photographer</i> by Carol Ann Duffy, <i>Tissue</i> by Imtiaz Dharker, <i>Checking Out Me History</i> by John Agard, and <i>Kamikaze</i> by Beatrice Garland.</p> <p>Students are learning how poets present ideas about power, conflict, war, and identity through language, structure, and form. They will explore a range of poems, analyse key quotations, and develop skills in comparing poems and responding to unseen poetry.</p> <p>Students will gain knowledge of key poems and poets, and understand how themes such</p>	<p>Excellence is shown when students offer insightful and comparative analysis, use precise subject terminology and well-chosen quotations, and write coherent, well-structured essays. They will confidently explain how meanings are created and make thoughtful connections between poems.</p>



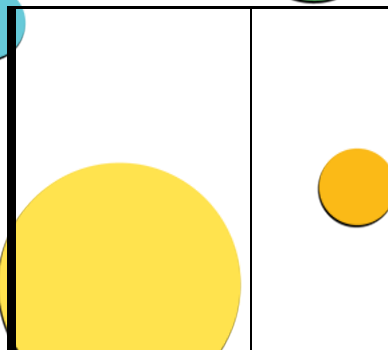
		<p>as power, violence, memory, and identity are conveyed. They will develop skills in analysing language and structure, comparing texts, selecting relevant evidence, and writing clear, structured analytical responses.</p>	
<p>How will this be assessed?</p>		<p>Assessment includes comprehension and analysis of 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>Probability Position and Transformation</p>	<p>After learning these topics, students will gain knowledge of probability and position and transformation, understanding how to describe outcomes using sets, identify mutually exclusive events, and distinguish between experimental and theoretical probability. They will develop skills in calculating probabilities, interpreting maps and plans, measuring distances between points, working with bearings, and finding midpoints of line segments. Students will also strengthen their reasoning and problem-solving skills by applying these concepts in real-life and spatial contexts.</p>	<p>Excellence will be demonstrated when students confidently calculate and justify probabilities, including identifying mutually exclusive outcomes and comparing experimental and theoretical results. They will accurately interpret maps and plans, determine distances and bearings, and apply geometric concepts such as midpoints with precision. Students will communicate their reasoning clearly and apply their knowledge to unfamiliar and real-world problems.</p>
<p>How will this be assessed?</p>		<p>This will be assessed through formative tasks and a topical test evaluating students' understanding and application of probability and position and transformation.</p>	

<p>Combined Science</p>	<p>The Health of the Environment Chemical reactions II Our changing climate</p>	<p>Students will explore the interdependence within ecosystems, learning how habitats, species, and environmental factors interact to maintain balance. They will investigate the impact of human activities, including the use of pesticides, bioaccumulation, and the introduction of invasive species, and apply fieldwork skills to sample and analyze local ecosystems. Alongside this, students will deepen their understanding of chemical reactions, practicing how to write word and symbol equations, investigate energy changes, and study the reactivity of metals with oxygen, water, and acids. They will also examine fuel efficiency and energy in food. In addition, students will explore weather and climate systems, distinguish between climate and weather, and analyze the causes and evidence of climate change across time. Through practical investigations and data analysis, they will build skills in scientific enquiry, critical thinking, and evidence-based reasoning.</p>	<p>Excellence is shown through accurate explanations of scientific processes, confident use of key vocabulary, and the ability to link ideas across biology, chemistry, and environmental science. Strong work includes clear diagrams, balanced evaluations of human impact, and precise chemical equations. To reach the highest standards, students should apply their knowledge to unfamiliar contexts, justify conclusions with evidence, and communicate their understanding clearly and logically.</p>
<p>How will this be assessed?</p>		<p>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.</p>	

 <p>History</p>	<p>The Restoration: the Merry Monarch</p> <p>Exit the Stuarts, enter the Georgians.</p>	<p>Students will learn about the Restoration and the rule of Charles II, including why he was called the “Merry Monarch.” They will explore how deadly the plague was and how people responded, and investigate the causes of the Great Fire of London.</p> <p>Students will also study the Glorious Revolution and the shift from the Stuarts to the Georgians, as well as the Battle of Culloden and its impact on Britain.</p> <p>Key skills include analysing sources, explaining cause and consequence, forming arguments, and using evidence with accurate historical terms.</p>	<p>Students will explain key events clearly and in detail, using evidence to support their ideas. They will evaluate topics such as the impact of the plague and whether the Great Fire was accidental.</p> <p>They will show strong understanding of the Glorious Revolution and Culloden, and write structured, well-supported responses using correct terminology.</p>
<p>How will this be assessed?</p>		<p>Assessment will include source questions, short and extended writing, quizzes, and class discussions. Ongoing checks will include retrieval tasks and written responses to track progress.</p>	
<p>Geography</p>	<p>Coasts: What Shapes Life at the Coast?</p>	<p>Students will gain knowledge of coastal environments, including the UK’s coastline and global examples such as Tuvalu, as well as key geographical processes that shape them. They will develop an understanding of how natural forces like waves, tides, erosion, and deposition create landforms, and how human</p>	<p>Students will also build critical thinking and problem-solving skills by exploring methods of coastal management and evaluating their effectiveness. Excellence will be demonstrated by students who can analyse coastal systems in depth, offering well-supported explanations using precise terminology such as “erosion,” “deposition,” “hard and soft engineering,” and</p>



		activity and climate change affect coastal areas. Key skills include analysing cause-and-effect relationships, interpreting maps and GIS data, selecting and using evidence to support explanations, and communicating ideas clearly in written and spoken forms.	“sea-level rise.” In discussions, they will express ideas confidently and respond to others thoughtfully. In writing, they will produce clear, structured analytical responses and creative solutions for managing coastlines sustainably.
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	Ethical considerations Negotiation	Students will understand what ethical considerations are in business, including fairness, honesty, and social responsibility. They will also learn negotiation skills, such as effective communication, compromise, and persuasion. These skills help students make informed, responsible decisions and resolve conflicts successfully.	Excellence is when students can identify ethical issues in real situations, justify decisions using ethical reasoning, and negotiate effectively to achieve mutually beneficial outcomes. Their approach is thoughtful, confident, and demonstrates strong interpersonal skills.
How will this be assessed?		Assessment will include case studies or written tasks on ethical dilemmas, role-plays or simulations to practice negotiation, presentations of solutions, and quizzes to test understanding of ethical and negotiation principles.	
Computing	Computational Thinking: Programming Languages	Students will gain knowledge of fundamental programming concepts, including data types (integer, string, boolean, etc.), variable assignment, input/output methods, string manipulation, libraries, and selection structures, all of which are crucial for efficient	Developing robust, efficient, and error-free programs that make full use of data handling, libraries, and selection structures, while integrating software with hardware to solve real-world problems through physical computing.



		<p>software development and physical computing. They will understand how these elements work together to build functional and interactive systems. In terms of skills, students will develop the ability to write well-structured, logical, and efficient code that incorporates libraries, processes data, and applies selection structures.</p>	
<p>How will this be assessed?</p>		<p>This will be assessed through students' ability to write structured programs using correct data types, input/output, selection structures (IF ELSE THEN and libraries, test and refine code systematically.</p>	
<p>Art & Design</p>	<p>Art & Design – Year 8: Art Movements & Personal Expression</p>	<p>Students explore how different art movements influence style and meaning through engaging, student-led projects.</p> <p>They develop skills in: drawing and composition colour and visual style printmaking and graphic techniques</p> <p>Projects are inspired by movements such as Pop Art, Surrealism and Expressionism, while also linking to student interests and contemporary visual culture.</p> <p>Students learn how to analyse artists, experiment with materials and techniques, and develop their own ideas into more refined and expressive final outcomes.</p>	<p>Excellence is demonstrated through work that shows a clear understanding and purposeful application of art movement styles. High-quality work will include clear visual links to at least one art movement or artist, confident drawing with accurate proportion and composition, and effective, intentional use of colour to create mood or impact. Students will produce a range of experimental work, exploring different techniques, materials, and ideas, alongside clear evidence of refinement and improvement based on feedback.</p> <p>At the highest level, students create outcomes that are both stylistically informed and personally developed, demonstrating originality rather than imitation. Their work is well-presented, visually coherent, and reflects confident decision-making, with the ability to clearly explain how artistic</p>

		<p>Students gain knowledge of key art movements and their defining characteristics, including how artists use colour, shape, composition and symbolism to communicate meaning. They understand how different visual styles can express ideas, emotions and messages in a variety of ways.</p> <p>Students develop skills in analysing and interpreting artist work, selecting and applying appropriate techniques, and experimenting with materials such as drawing, paint and print. They learn how to develop ideas through multiple stages, including initial research, practical exploration, refinement and final outcomes. Students also strengthen their ability to make visual connections between artist inspiration and their own work, while improving control, accuracy and confidence in their techniques.</p>	<p>influences have shaped their ideas and final outcome.</p>
<p>How will this be assessed?</p>		<p>Assessment is ongoing and focused on students' development over time. Teachers assess sketchbook work, artist studies, experimentation pages and final outcomes to identify strengths and next steps.</p>	

	<p>Diagnostic verbal feedback is used regularly during lessons to guide improvement, supported by modelling and visual examples. Peer and self-assessment activities encourage students to reflect on their work and understand how to improve.</p> <p>Formative checkpoints throughout each project assess understanding of artist influence, experimentation and development, while final outcomes demonstrate how successfully students have applied their skills, ideas and knowledge.</p>		
Drama	Devising Theatre – Blending Style, Genre & Meaning	<p>Students will explore devising theatre by creating original performances that combine elements of comedy and tragedy, building on their prior learning. They will learn how to transform ideas into structured performances, focusing on style, meaning, and audience impact. Students will experiment with different dramatic techniques to shape narrative, develop characters, and communicate themes effectively.</p> <p>Students will gain knowledge of the conventions of comedy and tragedy, key devising processes, and how structure and technical elements influence performance. They will develop an understanding of how genre, audience, and creative choices impact meaning and engagement. Through this process, students will build skills in devising, characterisation, voice and movement, collaboration, and critical reflection, using</p>	<p>Students working at an excellent level will demonstrate sophisticated creativity, producing imaginative performances that clearly communicate meaning and purpose to an audience. They will apply dramatic techniques with intention, showing strong control of voice, movement, and character while effectively blending comedy and tragedy to create impact. They will also collaborate confidently, refine their work through feedback, and justify their artistic choices using appropriate drama terminology.</p>

		appropriate drama terminology to evaluate and improve their work.	
How will this be assessed?		Assessment is ongoing throughout the term, using teacher observation, targeted questioning, and structured peer and self-feedback to monitor students' progress, collaboration, and application of dramatic techniques. Students are assessed formatively through rehearsal checkpoints, idea development, and their ability to refine performance based on feedback. The unit culminates in a summative final devised performance and individual reflection, where students demonstrate their creativity, performance skills, and ability to evaluate their work using appropriate drama terminology.	
Music	Ensemble Performance & Musical Structure	The focus shifts from the individual to the group, as students develop the “social” side of music-making. They learn how to listen actively while playing and how to fit their part within a larger ensemble. Students explore musical forms such as ABA and Verse–Chorus to understand the structure, or “map,” of a piece. Through this, they develop ensemble awareness, synchronising with others and responding to timing and balance. Students build skills in maintaining dynamic control within a group, ensuring their part supports the overall performance, while strengthening their ability to recognise, follow, and perform within different musical structures.	Excellence is demonstrated through confident and responsive ensemble performance. Students show strong musical connection by anticipating cues from others and adjusting their timing and volume instinctively to support the group. They demonstrate structural fluency by performing pieces with clear understanding of form, managing transitions and sectional changes smoothly and accurately. High-quality performance also reflects active listening, where students maintain their own part while remaining fully aware of the melody, harmony, and balance within the ensemble, ensuring a cohesive and well-integrated performance.

How will this be assessed?

Students will be assessed through individual and ensemble performance. Individually, they will demonstrate accuracy and control in performing their part. In groups, they will be assessed on cohesion, timing, listening, and overall musical expression.

Mandarin

Mandarin Advanced:
迁移 (Migration)

Mandarin Intermediate:
1: Three meals a day &
Topic 2: eating out

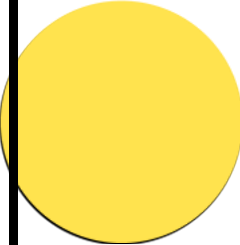


Mandarin Advanced: In Term 3.1, Year 8 Mandarin Advanced students will explore the theme of Migration (迁移), engaging with a range of authentic reading and listening texts that examine migration from multiple perspectives.

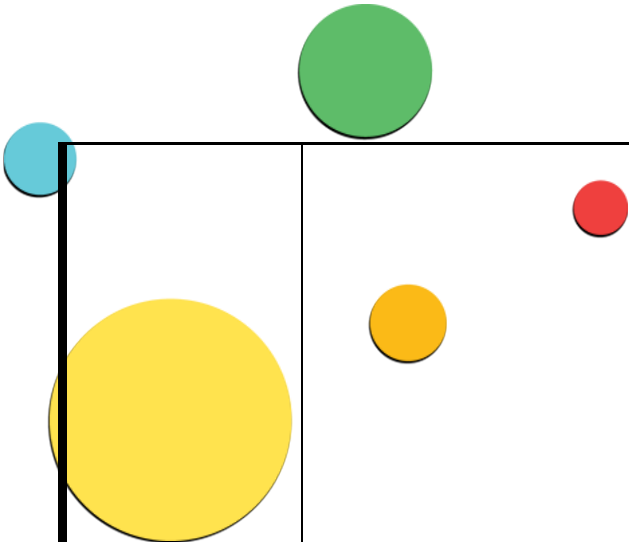
Through four comprehension passages, students will investigate why Chinese people choose to emigrate overseas, the personal stories behind successful immigrants, the lives of Three Gorges migrants, and the four stages new immigrants go through when adapting to life in a new country. These texts will develop students' ability to extract key information, infer meaning, and respond critically to complex ideas in Mandarin.

Students will also engage in a listening task based on a family sitcom *Fresh Off the Boat* (初来乍到), which portrays the experience of new Chinese immigrants in Canada, strengthening their ability to understand natural spoken Mandarin in context. Speaking and writing tasks will give students the opportunity to express their own views and

Mandarin Advanced: Excellence in this unit means demonstrating a deep and nuanced understanding of the concept of migration — its causes, types, and impact on both individuals and societies. Students achieving excellence will accurately comprehend and analyse authentic Mandarin texts, identifying key arguments and supporting details with confidence. In speaking and writing, they will express well-structured personal opinions using a wide range of vocabulary and complex sentence structures. At an outstanding level, students will make insightful connections between the texts and real-world contexts, write cohesively and persuasively in Mandarin, and communicate ideas with clarity, accuracy, and cultural sensitivity.

Intermediate: Excellence will be demonstrated through fluency, accuracy, and cultural awareness. Students will confidently describe their food preferences, compare different cuisines, and order food naturally using appropriate sentence structures. They will justify their choices with logical reasoning and cultural insights, integrating connectors and descriptive language (e.g., “因为,” “所以,” “不仅...而且...”). In

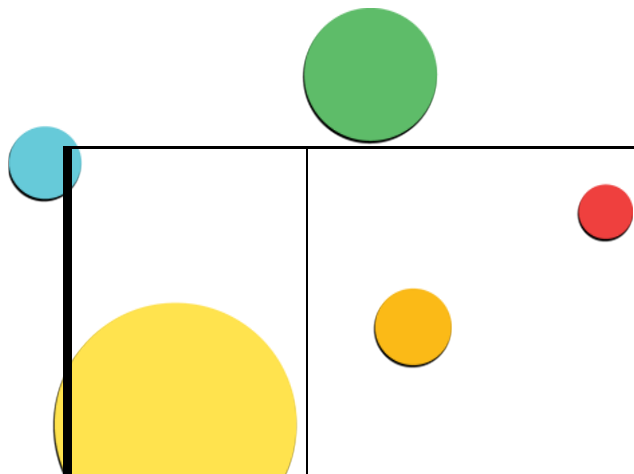
	 	<p>personal or observed experiences related to migration and cultural change.</p> <p>Intermediate: Students will expand their knowledge of food-related vocabulary, meal routines, and dining etiquette in Chinese culture. They will develop an understanding of how to express food preferences, compare Western and Chinese cuisines, and discuss healthy eating habits. Key skills include forming structured sentences, using comparison phrases (e.g., “比” and “更”), and engaging in conversations about ordering food and making healthy choices. Additionally, they will learn how to justify their food preferences and dietary decisions in Mandarin, enabling them to interact confidently in real-life dining situations and written tasks about food culture and health.</p>	<p>writing, excellence means producing well-structured paragraphs on food choices and healthy diets. In speaking, it involves clear pronunciation, spontaneous responses, and engagement in real-life scenarios, such as role-playing a restaurant interaction or discussing a balanced diet with peers in Mandarin.</p>
<p>How will this be assessed?</p>		<p>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 12: Rekreasi dan Hiburan</p>	<p>Students will learn simple vocabulary related to recreation and entertainment such as</p>	<p>Excellence will be demonstrated by students who can confidently use a wide range of relevant vocabulary and accurately form simple to</p>



		<p><i>berkelah, berenang, karaoke, bermain layang-layang, menonton wayang.</i></p> <p>They will learn to talk about activities they like and where activities happen using simple sentences (e.g., <i>Saya suka berenang di kolam</i>).</p> <p>Students will practise listening to simple dialogues, reading short texts about leisure activities, and writing short sentences and simple paragraphs. They will also learn basic grammar such as kata sendi nama (di, ke, dari, dengan, untuk).</p> <p>Students will gain basic knowledge of leisure activities and places. They will learn how to describe activities, say what they like or dislike, and understand simple texts.</p> <p>Students will develop confidence in using Bahasa Melayu to talk about daily activities and experiences. They will also understand how to use simple prepositions to show place and direction.</p>	<p>extended sentences to describe activities and places with clarity. They will progress beyond basic responses to produce a coherent short paragraph of 4–5 sentences, expressing their ideas in a logical and organised manner. Students will also be able to provide simple opinions supported with appropriate reasons (e.g., <i>kerana seronok, kerana menarik</i>), showing an emerging ability to justify their thoughts. In speaking and writing, they will communicate clearly and with increasing confidence, demonstrating both accuracy and a growing sense of independence in using the language.</p>
<p>How will this be assessed?</p>		<p>Assessment will include a range of tasks designed to support students at different levels. For beginners, this will involve matching vocabulary, 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 more clearly. For advanced learners, assessment will include writing a short paragraph and describing activities with reasons, allowing them to demonstrate their ability to develop and explain</p>	



		ideas. Ongoing formative assessment will also take place through short exercises, class participation, and teacher feedback.	
Physical Education	Block A & B Progression – Developing Advanced Skills, Strategy and Game Understanding	<p>Weeks 1–3 (Block A): Students are divided into two working groups. Group 1 focuses on Swimming, progressing from basic stroke mechanics to improving distance efficiency and introducing basic water rescue skills. Group 2 focuses on Basketball, developing from individual dribbling to team-based passing and applying the triple threat position in game situations.</p> <p>Weeks 4–6 (Block B): The groups swap disciplines to ensure full curriculum coverage. In field and court sports, boys engage in Rugby, focusing on safe contact, rucking, and support play. Girls engage in Netball, developing a range of passing techniques (chest, bounce, overhead) and understanding specialised positional roles.</p> <p>Across both blocks, students build technical progression by refining key skills such as the catch and pull phases in swimming, pivoting in netball, and the W-grip for catching in rugby. They develop strategic awareness through concepts such as give-and-go in basketball, re-offering for the ball in netball, and width and depth in rugby attack. Students also explore physical conditioning, understanding how</p>	<p>Excellence is demonstrated through confident, consistent performance and strong decision-making across all activities. In Swimming, students maintain a consistent stroke rate and perform effective tumble turns or competitive starts. In Basketball and Netball, excellence is shown through high levels of spatial awareness, making effective decisions about when to pass, move, or attack. In Rugby, it is characterised by safe, technically sound tackling and clear communication during phases of play.</p> <p>Across all areas, excellent students take on a “player-coach” role, supporting peers to improve while demonstrating a respectful, composed, and professional attitude towards teammates, officials, and opponents.</p>



		<p>different activities impact heart rate and muscle fatigue, and the importance of sport-specific warm-ups. Alongside this, they apply rules and ethics, including netball's 3-foot rule, rugby offside lines, and appropriate conduct in swimming and competitive environments.</p>	
<p>How will this be assessed?</p>		<p>Students will be assessed through a combination of practical performance, application in game situations, leadership, and understanding. Practical mastery will be evaluated using rubric-based assessments of key skills, such as shooting technique, tackling form, and swimming efficiency. Students' ability to apply these skills will be assessed during small-sided games, focusing on decision-making and tactical awareness. Leadership and participation will be measured through engagement, organisation, and the ability to lead drills or officiate. In addition, short verbal or written tasks will be used to assess understanding of rules and basic physiological concepts.</p>	