# Straits International School Rawang
# Curriculum Overview
# Year 9 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 | Novel study: 'Animal Farm' | Students will gain knowledge of literary context and how this applies to the content and study of a text. They will develop reading, writing and speaking skills, with a focus on writing/speaking to persuade through study of propaganda, and a focus on explicit and implicit meaning identification. Students will obtain an understanding of how to analyse a text and will develop analysis writing skills. | In this unit of *Animal Farm*, excellence means moving beyond simply following the story. It is shown through a strong grasp of the novel's historical and political context, and an ability to connect this context to the themes and characters within the text. Students demonstrate excellence when they can identify both explicit and implicit meanings, showing awareness of the techniques Orwell uses to persuade and influence his readers.<br><br>Excellence is also seen in how students develop and apply key English skills. In reading, they carefully analyse language, structure and meaning; in writing and speaking, they craft persuasive arguments, drawing inspiration from the propaganda studied in the novel. Finally, excellence means being able to write analytical responses that not only explain what happens in the text but also explore *how* and *why* Orwell communicates his ideas, making interpretations that are thoughtful, precise, and well supported with evidence. |
| How will this be assessed? | | Formative and summative assessments, including reading comprehension, analysis writing, persuasive writing and descriptive writing. | |
| Mathematics | **UNIT 3**<br>Lines, angles and shapes. | Recognising, classifying the angles and calculate using properties of lines, angles and | Excellence is using mathematical reasoning to proof angles properties in a shape. Excellence in the listed topic will clearly |

| | | | |
|---|---|---|---|
| | **UNIT 5**<br>Fractions, Percentages and Standard Form<br><br>**UNIT 6**<br>Equations, Factors, and Formulae | shapes. Students will learn how to find equivalent fractions and simplify them. Explore operations involving fractions and mixed numbers, including addition, subtraction, multiplication, and division. Additionally, find fractions of numbers and determine one number as a percentage of another, calculating percentage increases and decreases, as well as how to increase and decrease values by a given percentage. Furthermore, reverse percentages will be explained, introduces the use of standard form and how to perform calculations using values in standard form.<br><br>Students also will be learning solve linear equations with the unknown is a power, factorise algebraic expressions, and rearrange formula to change the subject | explain the steps be rearranging the subjects when have unknowns in both sides. |
| 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 | **PHYSICS UNIT 1**<br>1.6 ENERGY, WORK, POWER<br>1.7 PRESSURE<br><br>**CHEMISTRY UNIT 1**<br>STATES OF MATTER | Students will understand how work, energy, and power are related and will learn to apply the equations $P=W/t$ and $P=E/t$ to solve problems.<br><br>They will be able to define and calculate pressure ($P=F/A$) and interpret how changes in force or area affect pressure in practical contexts such as hydraulics or gases. | Excellence will be shown through precise use of scientific language, accurate calculations using correct units and significant figures, and clear application of particle theory to real-life examples. High-quality work includes detailed explanations linking kinetic particle theory to observable phenomena, logically structured reasoning in written responses, and correct manipulation of formulae when solving problems involving work, power, or pressure. |

| | | | |
|---|---|---|---|
| | | Through the particle model, students will describe the structure and behaviour of solids, liquids, and gases and explain changes of state in terms of kinetic energy and particle motion.<br><br>By the end of the unit, students will confidently connect macroscopic observations (e.g. boiling, melting) to microscopic explanations using scientific reasoning. | |
| How will this be assessed? | | Students will be assessed through structured questions and problem-solving tasks that test their ability to apply equations and interpret particle models. They will also demonstrate conceptual understanding through written explanations of energy transfer, pressure, and state changes, using scientific reasoning and appropriate terminology | |
| History | World War I | Students will gain comprehensive knowledge of the causes, key battles, and global impact of World War I. Topics include the alliance system, trench warfare, weapons technology, medical advancements, the role of empire soldiers, and life on the home front. Skills developed will include analysing primary sources, interpreting propaganda, evaluating cause and consequence, and empathising with historical perspectives. Understanding will focus on the moral, social, and political effects of war and how remembrance helps prevent future conflict. | Excellence will be shown through thoughtful, well-structured responses that connect evidence and interpretation. Excellent students will use historical terminology effectively, draw clear links between events and consequences, and demonstrate empathy and balance in their analysis. |
| How will this be assessed? | | Students will complete exam-style structured questions, source-based tasks, and timed writing exercises. Retrieval quizzes will reinforce key concepts, while group projects—such as creating digital memorials or presentations on “Soldiers of Empire”—will foster collaborative learning. Discussions, debates, and peer assessments will promote higher-order thinking and teamwork. | |

| | | | |
|---|---|---|---|
| Geography | The Democratic Republic of the Congo (DRC) | Students will gain knowledge of the DRC's physical and human geography, including its population structure, major biomes, and natural resources. They will understand how colonialism shaped the country's development and continue to influence its economy and society. Skills will include using GIS to analyse geographical patterns, interpreting maps and data, and evaluating the relationships between people and the environment. By the end of the unit, students will be able to explain how environmental, social, and economic factors interact, and propose sustainable strategies for the country's future. | Excellence means showing depth of understanding through clear explanations, accurate use of geographical terms, and thoughtful evaluation of evidence. Strong students connect the DRC's physical and human features to its challenges and opportunities, using case studies and data to support their reasoning. High-quality work demonstrates empathy, critical thinking, and a balanced approach when assessing issues such as conservation, development, and sustainability. |
| How will this be assessed? | | Students will be assessed through quizzes, written responses, and decision-making tasks. Assessments will focus on their ability to explain geographical processes, analyse maps and GIS data, and evaluate the impacts of human activity on the environment. Extended responses will test how well students can use evidence to support arguments and propose sustainable solutions for the DRC's future. | |
| Enterprise | Business Plan | Students will develop a clear understanding of how businesses are planned, structured, and managed. They will learn the purpose of a business plan and its key components, such as objectives, marketing strategy, financial forecasts, and operational planning. This helps them understand how entrepreneurs turn ideas into viable business ventures.<br><br>Students will gain essential skills in research, decision-making, and critical thinking as they analyse market needs, set realistic goals, and plan strategies to achieve them. They will also enhance their communication and | Excellence will be shown when students can create and present a clear, realistic, and well-organised business plan. They will show good understanding of each part of the plan—objectives, marketing, operations, and finance—and how these work together for success.<br><br>Excellent students will use research to support their ideas, show awareness of their market and customers, and create sensible financial plans. They will communicate their ideas clearly, work well in teams, and show creativity, confidence, and problem-solving skills when presenting their business plans. |

| | | | |
|---|---|---|---|
| | | teamwork skills when presenting and discussing their business ideas.<br><br>Through this topic, students will understand the importance of financial planning, risk assessment, and adaptability in business success. Ultimately, learning about business plans equips them with the entrepreneurial mindset and practical knowledge needed to plan, evaluate, and present a feasible business idea confidently. | |
| How will this be assessed? | | This will be assessed through students' written business plans and their presentations. They will be marked on how well they understand each part of the plan, how realistic and organised their ideas are, and how they use research to support them.<br><br>During presentations, students will also be assessed on how clearly, they explain their ideas, how well they work in a team, and how confidently they respond to questions. | |
| ICT | Managing Data | **Knowledge**: Students will learn about key concepts of spreadsheets, databases, and systems, including cells, formulas, tables, records, data types, and relationships. They will explore how these tools can be used to store, organize, and analyze data.<br><br>**Understanding**: Students will understand how spreadsheets can model real-life systems, how databases organize data efficiently, and the role of both in decision-making processes. They will learn to evaluate pre-existing | Excellence is measured by the student's ability to design optimized, well-structured spreadsheets and databases, create advanced systems, use complex queries and formulas, automate calculations, derive insights, and improve existing solutions for usability and efficiency. |

| | | | |
|---|---|---|---|
| | | spreadsheets to improve accuracy, efficiency, and usability.<br><br>**Skills**: Students will develop skills in creating spreadsheets and databases, applying formulas, using queries, visualizing data with charts, and building systems that solve real-world problems. They will also practice evaluating and enhancing pre-existing systems. | |
| How will this be assessed? | | Students will apply spreadsheet skills to design and build a data model. They will enter data, apply relevant functions, and use formulas to make predictions or generate insights based on the data. | |
| Art & Design | | **Knowledge**<br>Print foundations (keyline planning; positive/negative space); Pop/Street print culture ideas for bold image and message; when to use relief, paper-stencil screen and monoprint; basic colour hierarchy and edition/margin conventions; safe tool handling (gouges, squeegees) and clay terms (relief, texture, finish).<br><br>**Understanding**<br>How simplifying drawings into clear keylines makes images print cleanly; how layer order, colour choice and registration change emphasis; how screen vs monoprint create different effects (flat/bold vs textured/expressive); how clay stamps can echo the same visual language as prints; how to select and arrange pieces so the print set | Excellence looks like a purposeful set of prints that clearly belong together, built from strong, simplified drawings that print cleanly. The lino prints show safe, crisp cutting with a second colour that lines up accurately; the screen prints have even coverage and sharp, clean edges; and, where used, monoprint layers add emphasis rather than muddiness. Presentation is neat and consistent, with measured margins that make the set feel unified. Alongside the prints, a clay tile shows several clear textures with tidy edges, and a clay stamp produces repeatable, even impressions on paper and clay. To complete the work, a short artist statement names a key influence and explains one important decision, linking the processes and the final outcome. |

| | | | |
|---|---|---|---|
| | | works together; why neat presentation (consistent margins, clean edges) strengthens impact.<br><br>**Skills**<br>Drawing for print (strong shapes, proportion); linocut cutting with crisp edges and safe grip; inking and accurate basic registration; paper-stencil screen printing with even flood/pull; controlled monoprint techniques (trace, ghost, subtractive) when chosen; making a clay relief tile with readable textures and tidy edges; carving small clay stamps and printing them consistently; editing and sequencing studies into a print set that works together, with a short artist statement explaining one key decision. | |
| How will this be assessed? | | Assessment is ongoing, formative and diagnostic during practical work. *Diagnostic* means quickly spotting what helps or hinders progress (e.g., colour too heavy, shapes misaligned, edges untidy, tones too light) and giving a clear next step immediately; students note this in a simple progress log.<br><br>There are short, formal checkpoints at sensible moments—such as a clear plan/design, first trials that show control, purposeful development (e.g., a second layer or added detail), and a neat surface/finish where 3D work is included. Each checkpoint sets one specific target.<br><br>A final summative judgement looks at four strands that fit any pathway:<br><br>1. **Quality and finish** — neat making and tidy presentation.<br>2. **Control of chosen techniques** — tools/materials used safely and effectively (any mix of drawing, print, collage, clay, etc.).<br>3. **Design and communication** — pieces work well together and the idea is clear. | |

| | | | |
|---|---|---|---|
| | | 4. **Presentation and reflection** — clean mounting and a short, plain explanation of key choices.<br><br>Each student receives one clear next step to carry into the next term. | |
| Drama | Scripted Performance & Devising | In this unit, students will explore both scripted performance and the process of devising original drama. They will gain knowledge of how to interpret a script, including understanding stage directions, character motivation, and dramatic structure. They will also learn about the devising process, which involves creating original material through improvisation, collaboration, and experimentation.<br><br>Students will develop an understanding of how to bring a script to life on stage and how to use dramatic techniques to communicate meaning effectively. They will also explore the importance of teamwork, creativity, and problem-solving when devising their own performances.<br><br>The skills developed will include vocal and physical techniques for characterisation, interpreting and performing scripted scenes, and devising original pieces that reflect a clear theme or message. Students will also learn to rehearse effectively, refine their work, and respond to feedback. | Excellence in this unit will be demonstrated through confident and expressive performance, strong characterisation, and the ability to convey meaning clearly to an audience. Outstanding work will show originality in devised pieces, precision in interpreting scripts, and effective collaboration within a group. |
| How will this be assessed? | | Assessment will include both formative and summative methods. During rehearsals, teachers will provide feedback on performance skills, creativity, and teamwork, while peers will offer constructive comments. For the final assessment, students will present a polished scripted scene and a devised piece, demonstrating | |

| | | | |
|---|---|---|---|
| | | their ability to apply the techniques learned. A short written or verbal reflection will accompany the performances, explain their creative choices, and understand the process. | |
| Music | Improvisation<br><br>Major, blues, and pentatonic scales<br>Phrasing in improvisation | Students are gaining knowledge of the major, blues, and pentatonic scales, as well as the ways in which these scales are applied in improvisation. They are developing an understanding of how phrasing and chord progressions shape improvisation, and how music technology can be used as a creative aid. They are strengthening their skills in constructing scales, listening for and identifying scale types, and performing improvised phrases both individually and in groups. | Excellence is shown through confident and stylistically appropriate improvisation that demonstrates accurate use of scales, effective phrasing, and sensitivity to chord changes. It is demonstrated by the ability to construct and recognise scales accurately, both in practical work and listening activities. Excellence is also evident in the creative use of music software to support improvisation and in the ability to perform with fluency and expression. |
| How will this be assessed? | | Assessment is carried out through a combination of theory and practical tasks. Students are assessed on their ability to identify scales through listening activities, to construct scales accurately in written tasks, and to improvise fluently over given chord progressions in practical performance. | |
| Mandarin | **Advance**: 风俗与传统<br><br>(Custom and Traditional Culture)<br><br>**Intermediate:**<br><br>Sickness, School & Learning Chinese | **Advanced**: 在这个单元，学生将学习关于中国风俗与传统的课题。学生通过阅读文章展开进行讨论。<br><br>**Intermediate:** Students will gain vocabulary related to common illnesses, symptoms, and treatments, using sentence patterns such as “我头疼” or “他发烧了”. They will learn to talk about going to school, transportation, and their daily routines. In addition, students will practice expressing progress in learning Chinese, using structures like “越来越…”, “比以前…”. Skills in listening, speaking, reading, | **Advanced**:学生能够听懂关于风俗与传统的短文或文章，能捕捉文内容中主要传达的信息；运用所学习的词汇和语法，谈论自己的自己以及身边所接触或未接触的风俗和传统的仪式，以及掌握各类文章的写法，准确地表达自己的观点。<br><br>**Intermediate:** Excellence will be demonstrated when students accurately describe illnesses and give simple advice, confidently discuss their school life and routines, and reflect on their Chinese learning progress. They will use a range of vocabulary, connect ideas with conjunctions, and apply comparative and progressive structures correctly. High achievers will show fluency in oral communication, produce well-organized written work, and respond to questions with clarity and cultural awareness. |

| | | | |
|---|---|---|---|
| | | and writing will be strengthened through dialogues, surveys, and short essays. | |
| 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 14: Pelancongan dan Pengangkutan | In Unit 14, students will gain knowledge of vocabulary related to tourism and transportation, such as different types of transport and tourist activities. They will develop an understanding of the impact of tourism on the environment, economy, and culture, as well as the role transportation plays in supporting tourism. Students will enhance their skills in discussing travel plans, writing travel-related documents, and solving problems like transportation delays. This unit also encourages critical thinking about the sustainability of tourism and its effects on local communities. | A confident and fluent tourism professional demonstrates mastery of a comprehensive lexicon of travel and transportation terminology, enabling them to engage in nuanced discussions and dynamic role-plays to elaborate on intricate travel plans and evaluate diverse transport options. They possess a sophisticated understanding of the multifaceted impacts of tourism, critically analyzing its effects on local environments, economies, and cultural fabrics. This expertise is reflected in their ability to produce impeccably clear and well-structured written materials, such as detailed itineraries and persuasive promotional brochures, which are virtually error-free. Furthermore, they consistently exhibit strong problem-solving abilities, adeptly navigating and resolving a wide array of unforeseen travel-related challenges with efficiency and poise. |
| How will this be assessed? | | 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. | |
| Physical Education | 9R badminton<br>9S athletics<br>November- swimming | **Badminton**:<br><br>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 | 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 |

| | | | |
|---|---|---|---|
| | | coordination, and ability to anticipate their opponent's moves.<br><br>**Athletics**:<br><br>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.<br><br>**Swimming**:<br><br>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. | kills, effectively maintaining pressure on their opponents and dominating the net area.<br><br>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.<br><br>In swimming, students exhibit excellence through complete water confidence, moving fluidly and with control. They can 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. |
| How will this be assessed? | Badminton- students will be assessed on the skills of serving, lob, lift, net, gameplay<br>Athletics- students will be assessed on running, jumping and throwing events<br>Swimming- students will be assessed on water confidence, floating, freestyle and backstroke | | |