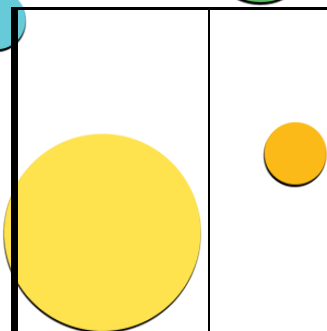


**Straits International School Rawang**  
**Curriculum Overview**  
**Year 9 Summer Term 3.1 2025/2026**

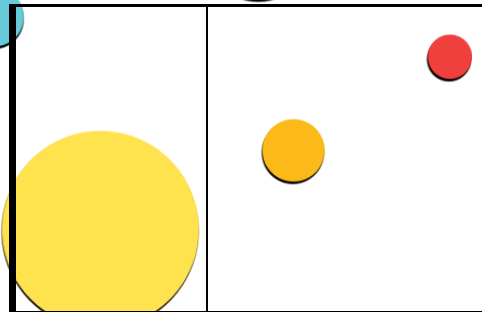


Summer Term 3.1	What are we learning?	What KUS will we gain?	What will excellence look like?
English Language and Literature	Poetry Unit – Relationships (Love and Relationships)	<p>Students are learning how poets present ideas about love, relationships, memory, and emotions through language, structure, and form. They will study poems such as <i>Sonnet 29</i> by Elizabeth Barrett Browning, <i>Walking Away</i> by Cecil Day-Lewis, <i>When We Two Parted</i> by Lord Byron, and <i>Winter Swans</i> by Owen Sheers, focusing on how relationships are presented in different contexts.</p> <p>Students will gain knowledge of key poems and themes such as love, loss, separation, and reconciliation. They will develop understanding of poetic techniques like imagery, metaphor, tone, and structure, and build skills in analysing language, comparing poems, and writing structured analytical paragraphs (e.g. SEIZE/PEA).</p>	<p>Excellence is demonstrated when students produce perceptive and comparative analysis, use precise subject terminology and well-chosen quotations, and write coherent, well-structured responses. They will confidently explore different interpretations and make thoughtful connections between poems and themes.</p>

How will this be assessed?		Assessment includes comprehension and analysis tasks, analytical and creative writing, and speaking activities such as discussions and presentations, supported by ongoing formative tasks like annotations, short responses, and peer feedback.	
Mathematics	<p>Understanding similar triangles, shapes and congruence</p> <p>Sequences and sets</p>	<p>After learning these topics, students will gain knowledge of similar shapes, triangles, and congruence, understanding the properties and conditions that define them. They will develop skills in identifying and applying scale factors, solving problems involving similarity, and proving congruence. Through sequences, surds, and sets, students will recognise patterns, simplify and manipulate surds, and use set notation to organise and analyse information. Overall, they will strengthen their algebraic and geometric reasoning, problem-solving, and logical thinking skills.</p>	<p>Excellence will be demonstrated when students confidently apply the conditions of similarity and congruence to solve complex geometric problems with clear justification. They will accurately use scale factors to find unknown lengths and explain their reasoning logically. In sequences, surds, and sets, students will identify patterns, simplify surds fluently, and use set notation precisely to solve problems. Excellence will also be evident through clear mathematical communication and the ability to apply concepts to unfamiliar contexts.</p>
How will this be assessed?		This will be assessed through formative tasks and a topical test evaluating students' understanding and application of similar triangles, shapes, sequences, and sets.	
Combined Science	C4 Electrochemistry	<p>Students will gain knowledge of the elements in biological molecules, including carbohydrates and fats (carbon, hydrogen, oxygen) and proteins (carbon, hydrogen, oxygen, nitrogen), and understand that large molecules are made from smaller units such as glucose,</p>	<p>Excellence will be demonstrated when students accurately identifying the elements present in each type of biological molecule without confusion and clearly explaining how monomers form polymers, such as glucose forming starch, using correct scientific terminology. They are also able to describe detailed, step-by-step methods for each food test and correctly</p>

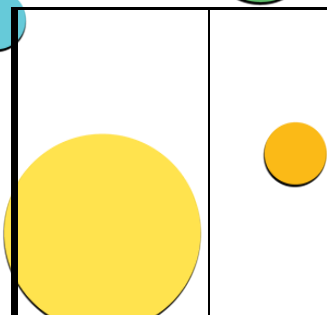


		<p>amino acids, and fatty acids with glycerol. They will also learn the different food tests and their purposes, including how to identify positive results for starch, sugars, proteins, and lipids. In terms of skills, students will be able to carry out food tests safely, record and interpret results accurately, identify unknown substances, and link biological molecules to their building blocks.</p>	<p>state both the procedure and the positive results for all tests.</p>
<p>How will this be assessed?</p>		<p>This will be assessed through quizzes, practical activities, and written assessments. Students will carry out food tests to demonstrate correct methods and observations, complete exam-style questions to explain concepts and interpret results, and their overall understanding will be evaluated in a final exam.</p>	
<p>History</p>	<p>Chapter 5: World War II: overview, Dunkirk, the Few, soldiers and evacuation, changes in health and medicine (including penicillin), key individuals, the Final Solution, and the use of nuclear weapons</p>	<p>Students will learn the key events of World War II, including Dunkirk and the role of “the Few” in the Battle of Britain. They will explore the experiences of soldiers and civilians, including evacuation.</p> <p>They will study advances in medicine such as penicillin, and the role of key</p>	<p>Students will explain events clearly using detailed knowledge and evidence. They will show understanding of key turning points and the impact of individuals and developments.</p> <p>They will write structured responses, use accurate terminology, and make thoughtful judgements about events such as the use of nuclear weapons.</p>

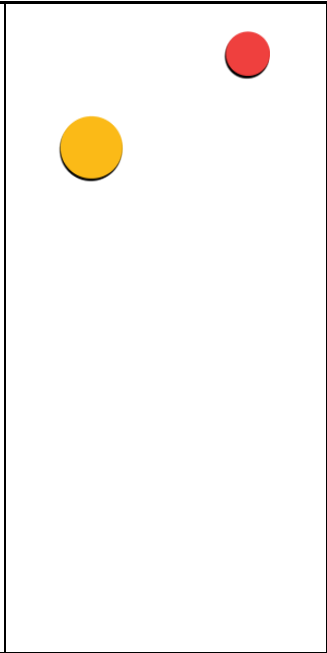
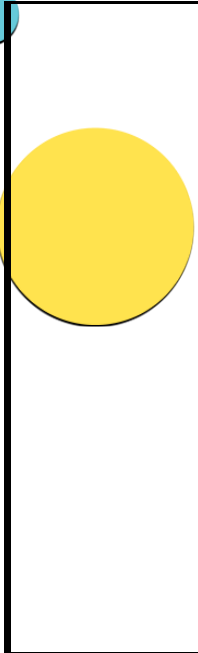
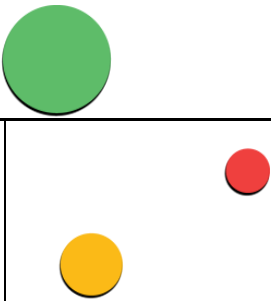
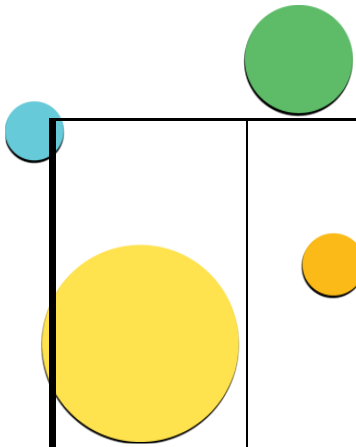


		<p>individuals like Churchill. Students will also examine the Final Solution and the impact of nuclear weapons.</p> <p>Key skills include analysing sources, understanding cause and consequence, explaining significance, and using evidence to support ideas.</p>	
<p>How will this be assessed?</p>		<p>Assessment will include source-based questions, extended writing, quizzes, and class discussions. Ongoing checks will include retrieval practice and short written responses.</p>	
<p>Geography</p>	<p>Russia: How Does Geography Shape the Country?</p>	<p>Students will develop knowledge of Russia's physical and human geography, including its landscapes, climate, biomes, population, and natural resources, as well as key geographical concepts such as adaptation, distribution, and human-environment interaction. They will explore how geography shapes the economy, settlement patterns, culture, and global influence, and how historical and contemporary factors have influenced the country's development. Key skills include analysing maps and GIS data, interpreting spatial patterns, evaluating cause-and-effect relationships, selecting and using evidence, and communicating ideas clearly in both written and spoken forms.</p>	<p>Students will also build critical thinking and evaluative skills by examining issues such as population inequality, energy dependence, and climate change impacts. Excellence will be demonstrated by students who can analyse Russia's geography in depth, offering well-supported explanations using precise terminology such as "biome," "permafrost," "steppe," and "fossil fuels," and integrating evidence from maps, data, and case studies. In discussions, they will express ideas confidently and respond thoughtfully to others. In writing, they will produce clear, structured analytical responses and reasoned evaluations of geographical issues.</p>

How will this be assessed?		Assessment will include comprehension and analysis tasks, extended writing, and speaking activities such as discussions and presentations, supported by ongoing formative tasks like annotations, short responses, and peer feedback.	
Enterprise	The Dragon's Den project	Students gain knowledge of key business concepts such as cost, revenue, profit, and target market. They develop an understanding of how businesses meet customer needs and use marketing to succeed. They also build skills in teamwork, communication, creativity, problem-solving, and presenting ideas clearly.	Excellence will look like a clear and creative business idea that solves a real problem. The plan will be simple but well thought out, with clear pricing and a good understanding of the target customer. Students will give a confident and engaging pitch where everyone takes part. They will explain their ideas clearly and answer questions with good reasons.
How will this be assessed?		Students will be assessed on their business idea, planning (including marketing and finance), presentation skills, teamwork, and their ability to reflect on their learning	
Computing	Computational Thinking: Programming Languages	Students will gain knowledge of how data is used in programming, the efficiency of various algorithms, search techniques, and integrating code with hardware. They will develop skills in implementing data structures, applying and comparing search algorithms, systematically testing code, and programming hardware interactions. Understanding the importance of selecting efficient algorithms and ensuring reliable hardware-software integration through	Excellence is demonstrated through the ability to design and implement efficient, well-structured, and thoroughly tested code that solves problems effectively. Students select and apply appropriate search algorithms with clear understanding of their purpose and efficiency, ensuring solutions are both accurate and optimised. High-quality work shows logical organisation, meaningful naming, and clear annotation to support readability and maintenance.  Students also demonstrate strong integration between software and hardware, ensuring inputs and outputs function reliably and responsively. This includes



		<p>rigorous testing will enable students to create effective and functional systems.</p>	<p>handling errors effectively, refining performance through testing, and ensuring smooth, user-friendly interaction. At the highest level, students show independence in debugging and optimisation, making informed decisions to improve both functionality and efficiency while clearly explaining how and why their solution works.</p>
<p>How will this be assessed?</p>		<p>This will be assessed through students' ability to apply data structures, compare search algorithms, test and debug programs systematically, and develop code that integrates effectively with hardware in structured programming tasks and exam-style questions.</p>	
<p>Art &amp; Design</p>	<p>Art &amp; Design – Year 9: Product Design, Branding &amp; Enterprise</p>	<p>Students apply their creativity to real-world design through a student-led product project linked to enterprise. They explore how products are designed for a specific purpose and audience, developing ideas connected to their own interests such as fashion, gaming, lifestyle, and visual culture. Throughout the unit, students develop skills in drawing and visualising ideas clearly, branding and logo design, typography, layout, composition, and prototyping.</p> <p>Students learn how designers take products from concept to final outcome, including writing a design brief,</p>	<p>Excellence is demonstrated through product designs that are clearly targeted, visually impactful, and professionally presented. High-quality work shows a clear understanding of audience and purpose, a range of well-developed initial ideas rather than a single concept, and thoughtful refinement based on feedback. Strong outcomes demonstrate consistent branding through effective use of logo, colour, and typography, alongside careful layout with balanced composition and a clear visual hierarchy. Final products or prototypes are neat, coherent, and realistic.</p> <p>At the highest level, students produce work that is credible as a real product, with a strong and consistent brand identity and close attention to detail. Their designs show independence and originality, with clear</p>



researching a target audience, generating and refining ideas, and presenting a final product. Projects focus on packaging, branding, and creative product design, preparing students for more independent and purposeful work at Key Stage 4.

They also gain an understanding of how design responds to audience, purpose, and market need, exploring how colour, typography, layout, and branding influence perception. Students develop their ability to analyse existing products, create multiple design ideas, refine concepts, and present their work effectively through design sheets, mock-ups, and prototypes.

links between research, development, and final outcome. Students are also able to confidently explain and justify their design decisions using appropriate terminology.


How will this be assessed?

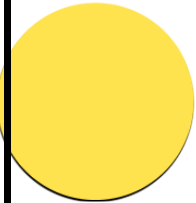
Assessment is ongoing and linked to each stage of the design process. Teachers assess design briefs, research pages, concept sketches, branding development and final outcomes to track progress.

Diagnostic verbal feedback supports students during lessons, helping them refine ideas and improve presentation. Peer critique and self-assessment are used to evaluate how effectively designs meet the needs of the target audience.

	<p>Formative checkpoints assess idea development, branding and refinement, while the final product design and presentation provide clear evidence of creativity, technical skill and understanding of the design process.</p>
<p>Drama</p>	<p>Devising from Classical Texts – Interpretation, Adaptation &amp; Contemporary Performance</p> <p>Students explore how classical texts, particularly Shakespeare, can be interpreted, adapted, and reimagined for modern audiences. They move beyond performing scripted work to becoming independent theatre-makers, making creative and directorial decisions to shape meaning and impact.</p> <p>Students gain knowledge of classical theatre and Shakespearean conventions, alongside an understanding of how texts can be adapted using techniques such as physical theatre, symbolism, and stylisation. They develop a deeper understanding of how meaning is constructed beyond the text, exploring the relationship between performer, director, and audience, and how creative choices influence impact. Through this, students build advanced skills in interpretation, devising, characterisation, voice and movement, directorial decision-</p> <p>Students working at an excellent level will demonstrate sophisticated interpretation, creating original performances that show a deep understanding of themes and thoughtful reimagining of classical texts. They will make intentional and informed artistic choices, using voice, movement, staging, and technical elements with control and purpose to communicate meaning clearly to an audience. They will also show strong directorial awareness, refine their work through feedback, and evaluate their performance using precise and confident drama terminology.</p>

		making, and critical evaluation using subject-specific drama terminology.	
How will this be assessed?		Assessment is continuous throughout the term, using teacher observation, targeted questioning, and structured peer and self-feedback to monitor students' interpretation, creativity, and application of dramatic techniques. Students are assessed formatively through rehearsal checkpoints, concept development, and their ability to refine performances based on feedback and directorial choices. The unit culminates in a summative final devised performance and individual reflection, where students demonstrate their ability to interpret classical texts, communicate meaning effectively, and evaluate their work using precise drama terminology.	
Music	Specialised Performance – Genre, Groove & Ensemble Precision	<p>Year 9 moves into specialised performance, focusing on genre-specific techniques and stylistic accuracy. Students explore the differences between musical styles, such as the swing feel in Jazz and the straight-eighth feel in Rock, while developing a strong sense of “the groove” and performing at appropriate professional tempos.</p> <p>Students build genre authenticity by mastering the stylistic nuances and rhythmic patterns of different musical traditions. They develop polyrhythmic coordination, managing increasingly complex and independent parts within both solo and ensemble contexts. Alongside this, students strengthen their ability to perform within larger groups, maintaining technical precision, timing,</p>	<p>Excellence is demonstrated through confident, controlled performance at a professional standard. Students perform demanding passages at full tempo while maintaining clarity, accuracy, and technical control. They show strong stylistic awareness, playing with an authentic sense of groove that reflects a deep understanding of phrasing and genre-specific feel.</p> <p>At the highest level, students display advanced coordination, managing complex patterns with ease and consistency. This technical security allows for expressive and musical performance, even in challenging sections, with clear attention to dynamics, articulation, and overall musicality.</p>

		<p>and stylistic integrity within complex, multi-part arrangements such as orchestras or contemporary bands.</p>	
<p>How will this be assessed?</p>		<p>Students will be assessed through both individual and ensemble performance. Individually, they will perform a genre-specific piece (e.g. Pop, K-pop, or Funk), demonstrating stylistic accuracy, technical control, and understanding of groove. In ensemble settings, students will take part in a large-scale performance, assessed on timing, coordination, overall musical cohesion, and professional stage presence.</p>	
<p>Mandarin</p>	<p><b>Advanced:</b> 自然环境、乡城环境和全球化 (The Environment, Urban and Rural Environments)</p> <p><b>Intermediate:</b></p> <ol style="list-style-type: none"> <li>1. Leisure</li> <li>2. Festivals</li> </ol>	<p><b>Advanced:</b> In Term 3.1, Year 9 Mandarin Advanced students will explore the theme of The Environment, Urban and Rural Environments (自然环境、乡城环境和全球化), examining pressing environmental and social issues through authentic Chinese texts and discussions. Students will engage with four comprehension passages covering whether vegetarianism is truly environmentally friendly, corporate social responsibility through the case of dairy company Yili, the dilemma of escaping versus persevering in challenging environments, and the environmental problems caused by the food delivery boom in China. A listening task on Sustainable Development (可持续发展)</p>	<p><b>Advanced:</b> Excellence in this unit means demonstrating a sophisticated understanding of environmental and social issues in both Chinese and global contexts. Students achieving excellence will comprehend and critically analyse a range of authentic Mandarin texts, identifying the writer's viewpoint and evaluating arguments with depth and accuracy. In speaking and writing, they will express well-reasoned personal opinions using advanced vocabulary, varied sentence structures, and appropriate discourse markers. At an outstanding level, students will evaluate the impact of globalisation and sustainability practices with insight and nuance, produce extended written responses that are fluent, accurate, and persuasive, and engage in spoken discussion with confidence and cultural awareness.</p> <p><b>Intermediate:</b> Excellence will be demonstrated through fluency, accuracy, and cultural depth in discussing</p>



will further develop students' ability to understand spoken Mandarin on complex real-world topics.

Speaking tasks will encourage students to articulate and defend personal opinions on environmental issues, while writing tasks will develop their ability to construct well-argued, extended responses in Mandarin on topics related to globalisation and sustainability.

**Intermediate:** Students will develop knowledge of travel-related vocabulary, festival traditions, and cultural customs in Mandarin-speaking regions. They will gain an understanding of how to discuss past travel experiences, plan overseas trips, and describe festival celebrations. Key skills include forming coherent sentences about travel plans, using descriptive phrases for cities and landscapes, and explaining festival customs with cultural significance. Additionally, students will practice comparing Chinese and Western festivals and refining their speaking, listening, reading, and writing abilities through real-world scenarios, such as booking travel arrangements and narrating festival experiences in Mandarin.


travel and festivals. Students will confidently describe past trips, using complex sentence structures and transition words (e.g., "首先," "然后," "最后"). They will compare different cities and festival traditions with well-reasoned arguments and appropriate cultural references. In speaking, excellence means clear pronunciation, spontaneous interactions, and confident storytelling. In writing, students will produce detailed travel itineraries and festival reflections, demonstrating a strong grasp of Mandarin grammar, varied vocabulary, and logical sequencing of ideas.

<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 17: Tempat untuk Dilawati dan Pusat Pelancongan</p>	<p>Students will learn vocabulary related to tourist attractions such as <i>pantai</i>, <i>gunung</i>, <i>pulau</i>, <i>muzium</i>, <i>taman negara</i>. They will explore famous places in Malaysia and learn how to describe locations, activities, and experiences using simple sentences.</p> <p>Students will practise listening to simple dialogues, reading short texts about places, and writing short paragraphs about travel experiences. They will also learn <i>kata seru</i> (e.g., <i>wah</i>, <i>aduh</i>, <i>amboi</i>) to express feelings.</p> <p>Students will gain knowledge of Malaysian tourist attractions and cultural landmarks. They will develop basic communication skills in Bahasa Melayu including describing places, sharing simple opinions, and understanding short texts. Students will build confidence in using new vocabulary and simple</p> <p>Excellence will be demonstrated by students who can confidently describe places they like or wish to visit using clear and accurate simple sentences, with appropriate vocabulary and detail. They will listen attentively to short dialogues and show strong understanding by answering comprehension questions accurately and consistently. In reading, they will identify key information such as place, activity, and important details with precision and minimal support. In writing, they will produce well-organised paragraphs of 4–6 sentences that are coherent, meaningful, and show a good range of vocabulary. They will demonstrate control of basic grammar structures and express their ideas clearly. Across vocabulary and grammar tasks, they will accurately use new words and apply <i>kata seru</i> effectively in matching, fill-in-the-blank, and sentence-building activities, showing a secure understanding and the ability to use language independently.</p>

		sentence structures to talk about travel and experiences.	
How will this be assessed?		Students will be assessed through formative assessments that focus on vocabulary tracking (e.g. spelling and meaning checks), sentence construction using targeted vocabulary and grammar structures, and short guided writing tasks and final assessment will require students to apply their learning through an extended essay, reading comprehension tasks with structured and open-ended questions, and the accurate use of a wide range of vocabulary in context	
Physical Education	Block A & B Development – Technical Proficiency, Tactical Awareness & Physical Performance	<p>Weeks 1–3 (Block A): Students are split into two groups. Group 1 focuses on Swimming, refining stroke technique and developing water safety skills. Group 2 focuses on Basketball, progressing into tactical play and advanced ball handling, including decision-making in game situations.</p> <p>Weeks 4–6 (Block B): The groups swap disciplines, with a transition into seasonal field and court sports. Boys focus on Rugby, developing physicality, safe contact, and tactical awareness, while girls focus on Netball, building agility, spatial awareness, and positional understanding.</p> <p>Across both blocks, students develop technical proficiency in key skills such as front crawl and breaststroke mechanics in</p>	<p>Excellence is demonstrated through high-level performance, control, and decision-making across all activities. In Swimming, this is shown through maintaining efficient hydrodynamics over distance. In Basketball and Netball, excellence is reflected in high-speed decision-making, accurate shooting, and clear communication with teammates. In Rugby, it is characterised by safe yet powerful tackling and a strong tactical understanding of play, including set pieces.</p> <p>Across all sports, excellent students demonstrate leadership, sportsmanship, and the ability to reflect on their performance, making informed technical adjustments to improve.</p>

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		<p>swimming, the “BEEF” shooting principle in basketball, and the landing foot rule in netball. They build tactical understanding by exploring defensive systems, such as man-to-man and zone marking, and applying attacking concepts like breaking the line and creating space. Students also enhance their physical literacy, improving cardiovascular endurance, coordination, and power. Alongside this, they develop a strong understanding of rules and officiating, including fouls, contact rules, and fair play across all activities.</p>	
<p>How will this be assessed?</p>		<p>Students will be assessed through a combination of practical performance, application, leadership, and understanding. Practical performance will focus on the application of core skills during drills and full-game situations. Students will also take part in peer evaluation, using structured checklists to analyse and improve each other’s technique. Leadership and officiating will be assessed through their ability to lead warm-ups or referee activities using correct rules and terminology. Ongoing formative assessment will track progress in both fitness and skill development over time.</p>	