



## Straits International School. Year 7 Long Term Plan

### Year 7

Subject	Autumn		Spring		Summer	
	1 <sup>st</sup> half term	2 <sup>nd</sup> half term	1 <sup>st</sup> half term	2 <sup>nd</sup> half term	1 <sup>st</sup> half term	2 <sup>nd</sup> half term
<b>English</b>	<p><u>Advertising analysis and creating</u></p> <p><b>Skills covered:</b> <b>Reading</b> Recognise conventions and evaluate viewpoints, themes and purpose in a text Explore the range of different ways writers use layout, form, presentation and verbal language in an advertisement Give an informed personal response to a text and provide some textual reference in support</p> <p><b>Assessment points:</b> Students will analyse an advertisement and write an essay</p>	<p><u>Continue:</u> <u>Novel: 'The Other Side of Truth' by Beverly Naidoo</u></p> <p><u>Non-Fiction Report writing/Research</u></p> <p><b>Skills covered:</b> <b>Reading &amp; Writing</b> Demonstrate understanding of features of non-fiction texts by explaining and developing these features in their own discussion and writing Select and develop content and use register and language</p>	<p><u>Continue:</u> <u>Non-Fiction Report writing/Research</u></p> <p><u>Fiction</u> <u>Novel 'Hatchet'</u></p> <p><b>Skills covered:</b> <b>Reading</b> Demonstrate understanding of explicit meaning in texts Explain, comment on and analyse the way writers use stylistic and other features of language and structure in texts</p> <p><b>Assessment points:</b> Students will analyse two aspects from the novel (plot, setting,</p>	<p><u>Continue:</u> <u>Fiction</u> <u>Novel 'Hatchet'</u></p> <p><u>Film study- understanding cinematography</u></p> <p><b>Skills- Reading and writing</b> Understanding of features of film by explaining and developing these features in discussion and writing. Select and develop content and use register and language appropriate to genre, purpose and audience.</p>	<p><u>Continue:</u> <u>Film study- understanding cinematography</u></p> <p><u>Revision</u></p> <p><b>Skills covered: Reading and writing</b> Revise punctuation, language, grammar, vocabulary, PEA, TEXTC, essay structure and prepare for tests. (Assessment 10/6 -21/6)</p>	<p><u>Poetry</u></p> <p><b>Skills covered: Reading and writing</b> Recognise conventions and evaluate viewpoints, themes and purpose in poetry. Explore the range of different ways writers use layout, form, presentation and language in poetry. Give an informed personal response to a text and provide some textual reference in support</p> <p><b>Assessment points:</b> Students will write a poem using appropriate language features.</p>



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	<p>explaining the target audience, verbal and visual elements used and its intended effect.</p> <p><u>Novel: 'The Other Side of Truth' by Beverly Naidoo</u></p> <p><b>Skills covered:</b></p> <p><b>Reading</b> Demonstrate understanding of explicit meaning in texts Explain, comment on and analyse the way writers use stylistic and other features of language and structure in texts</p> <p><b>Assessment points:</b> Students will analyse two characters from the novel and explain, using the PEA paragraph structure, how the author presents the characters including language devices,</p>	<p>appropriate to genre, purpose and audience.</p> <p><b>Assessment points:</b> Students will create a report on a famous person, animal, place or organisation using the correct language and structural conventions. Students will then present their report to the class as a 'speech'.</p>	<p>characters, theme or language) and explain, using the TEXTC paragraph structure, how the author presents the chosen aspects. Students will create a new novel cover constructing a static image.</p>	<p><b>Assessment points:</b> Students will complete an extended essay analysing techniques of the film and then write the first chapter of the next movie.</p>	
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	dialogue and actions. Weeks 7- 12 (3/11- 11/12 public holiday)					
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<b>Mathematics</b>	<p><u>Numbers &amp; Calculation 1</u></p> <p><b>Skills covered:</b></p> <ul style="list-style-type: none"> <li>• 4 basic operations</li> <li>• Decimals</li> <li>• Integers</li> <li>• 4 basic operations involving integers</li> <li>• Combined operations</li> </ul> <p><b>Assessment points:</b> Direct questions on basic operations, integers and word problems.</p> <p><u>Expressions</u></p> <p><b>Skills covered:</b></p> <ul style="list-style-type: none"> <li>• Writing expressions</li> <li>• Simplifying expression</li> <li>• Expanding brackets</li> </ul> <p><b>Assessment points:</b> Solving expressions, expanding brackets and simplifying.</p>	<p><u>Length, Mass &amp; Capacity</u></p> <p><b>Skills covered:</b></p> <ul style="list-style-type: none"> <li>• Length</li> <li>• Mass</li> <li>• Capacity</li> <li>• Reading scales</li> </ul> <p><b>Assessment points:</b> Unit conversion, identifying the appropriate units for measurements.</p> <p><u>Numbers &amp; Calculation 2</u></p> <p><b>Skills covered:</b></p> <ul style="list-style-type: none"> <li>• Multiples &amp; Factors</li> <li>• Divisibility test</li> <li>• Square, Cube &amp; roots</li> <li>• Lowest common multiples and highest common</li> </ul>	<p><u>Fractions</u></p> <p><b>Skills covered:</b></p> <ul style="list-style-type: none"> <li>• 4 basic operations involving fractions</li> <li>• Equivalent fractions</li> <li>• Problem solving</li> </ul> <p><b>Assessment points:</b> Fraction operations</p> <p><u>Equations &amp; Formulae</u></p> <p><b>Skills covered:</b></p> <ul style="list-style-type: none"> <li>• Substitution into expressions</li> <li>• Writing formulae</li> <li>• Solving equations</li> </ul> <p><b>Assessment points:</b> Substitution, rearrange the subject and solving equations.</p> <p><u>Geometry</u></p> <p><b>Skills covered:</b></p> <ul style="list-style-type: none"> <li>• Angles</li> <li>• Coordinates</li> </ul>	<p><u>Fractions and decimals</u></p> <p><b>Skills covered:</b></p> <ul style="list-style-type: none"> <li>• Ordering decimals</li> <li>• Decimal operation</li> <li>• Fraction and decimal relation</li> </ul> <p><b>Assessment points:</b> FDP relations.</p> <p><u>Times and rates of change(graphs)</u></p> <p><b>Skills covered:</b></p> <ul style="list-style-type: none"> <li>• plotting point</li> <li>• interpreting graphs</li> <li>• drawing graphs</li> </ul> <p><b>Assessment points:</b> Real time graphs</p> <p><u>Presenting data and interpreting results</u></p> <p><b>Skills covered:</b></p> <ul style="list-style-type: none"> <li>• Line charts</li> <li>• Histograms</li> <li>• Stems and leaf</li> </ul>	<p><u>Fractions, decimals and percentage</u></p> <p><b>Skills covered:</b></p> <ul style="list-style-type: none"> <li>• Equivalent fractions, percentages and decimal</li> <li>• percentage increase and decrease</li> </ul> <p><b>Assessment points:</b> Word problems on FDP</p> <p><u>Sequences, functions and graphs</u></p> <p><b>Skills covered:</b></p> <ul style="list-style-type: none"> <li>• rules of sequences</li> <li>• the nth term</li> <li>• linear graphs</li> </ul> <p><b>Assessment points:</b> Term to term rule and position to term rule</p> <p><u>Transformations</u></p> <p><b>Skills covered:</b></p> <ul style="list-style-type: none"> <li>• All type of transformations</li> <li>• Scale drawing</li> </ul>	<p><u>Unit 8 - Measures (3)</u></p> <p><b>Skills covered</b> Learn vocabulary of imperial units. Convert imperial to metric equivalents. Use timetables, the 24-hour clock and knowledge of time zones to solve problems. Investigate calendars. Use formulas to calculate area and perimeter.</p> <p><u>Unit 9 - Geometry (2)</u></p> <p><b>Skills covered:</b> Extend knowledge of the properties of 2D and 3D shapes. Transform polygons on co-ordinate grids. Draw acute and obtuse angles accurately and use a protractor to measure. Investigate angles in a triangle and around a point.</p> <p><b>Assessment points:</b> Short test at the end of each unit.</p> <p>Profit and loss group</p>
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	<p><u>Shape and construction</u></p> <p><b>Skills covered:</b></p> <ul style="list-style-type: none"> <li>• Lines and angles</li> <li>• Measuring angles</li> <li>• Properties of triangles and quadrilaterals</li> <li>• Polygons and solid shapes</li> </ul> <p><b>Assessment points:</b> Constructions of triangles and quadrilateral.</p>	<p>factor.</p> <p><b>Assessment points:</b> Number property of multiples, square, cube and factor.</p> <p><u>Planning, Collecting and processing data</u></p> <p><b>Skills covered:</b></p> <ul style="list-style-type: none"> <li>• Types of data</li> <li>• Two-way table</li> <li>• Averages and ranges</li> </ul> <p><b>Assessment points:</b> Primary, secondary and averages</p>	<p><b>Assessment points:</b> Angles property</p> <p><u>Decimals</u></p> <p><b>Skills covered:</b></p> <ul style="list-style-type: none"> <li>• Equivalent fractions and decimals</li> <li>• 4 basic operations involving decimals</li> </ul> <p><b>Assessment points:</b> Follow their operations</p>	<p><b>Assessment points:</b> Interpret result from different diagrams.</p>	<p><b>Assessment points:</b> Multiple transformations word problems</p>	<p>work – ‘Sport’s Shop’ and ‘Lunar Park’</p>
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<b>Science</b>	<u>Plants</u>	<u>States of matter</u>	<u>Living things in their environment</u>	<u>Energy</u>	<u>Variation and classification</u>	<u>Scientists Revision</u>
	<b>Skills covered:</b> <ul style="list-style-type: none"> <li>Leaves, stems, and roots</li> </ul>	<b>Skills covered:</b> <ul style="list-style-type: none"> <li>Particle theory</li> <li>Changes of state</li> <li>Dissolving</li> </ul>	<b>Skills covered:</b> <ul style="list-style-type: none"> <li>Habitats</li> <li>Food chains</li> <li>Changing the planets</li> <li>Obtaining energy</li> </ul>	<b>Skills covered:</b> <ul style="list-style-type: none"> <li>Energy from the Sun</li> <li>Types of energy</li> <li>Energy transfer</li> <li>Conservation of energy</li> </ul>	<b>Skills covered:</b> <ul style="list-style-type: none"> <li>Variation</li> <li>Species</li> <li>Classification</li> <li>Vertebrates</li> </ul>	<b>Skills covered:</b> Research a particular scientist
	<b>Assessment points:</b> Topical questions	<b>Assessment points:</b> Topical questions	<b>Assessment points:</b> Topical questions	<b>Assessment points:</b> Topical questions	<b>Assessment points:</b> Topical questions	<b>Assessment points:</b> Write about him/ her and his/ her contributions
	<u>Humans</u>	<u>Material properties</u>	<u>Material changes</u>	<u>The earth</u>		
<b>Skills covered:</b> <ul style="list-style-type: none"> <li>Human skeleton</li> <li>Muscles and movement</li> <li>Organ systems</li> </ul>	<b>Skills covered:</b> <ul style="list-style-type: none"> <li>Elements</li> <li>Metals and non-metals</li> <li>Material properties</li> </ul>	<b>Skills covered:</b> <ul style="list-style-type: none"> <li>Acids and alkalis</li> <li>pH scales and indicator</li> <li>Neutralisation</li> </ul>	<b>Skills covered:</b> <ul style="list-style-type: none"> <li>Structure of the earth</li> <li>Rocks</li> <li>Soil</li> <li>Fossils</li> <li>Estimate the age of the Earth</li> </ul>		<b>Year 7 topics:</b> <b>Simple Reactions</b> <b>Acids and Bases</b>	
<b>Assessment points:</b> Topical questions	<b>Assessment points:</b> Checkpoint questions	<b>Assessment points:</b> Topical questions	<b>Assessment points:</b> Topical questions			
<u>Cells and organisms</u>	<u>Forces</u>					
<b>Skills covered:</b> <ul style="list-style-type: none"> <li>Characteristics of living things</li> <li>Microbes</li> <li>Plants and animal cells</li> <li>Specialised cells</li> <li>Tissues and</li> </ul>	<b>Skills covered:</b> <ul style="list-style-type: none"> <li>Forces</li> <li>Balanced forces</li> </ul>					



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	organs <b>Assessment points:</b> Checkpoint questions	<ul style="list-style-type: none"><li>• Types of forces</li></ul> <b>Assessment points:</b> Topical questions				
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<b>History</b>	<p><u>Introduction to History and the Norman Conquest</u></p> <p><b>Skills covered:</b> PEEL Paragraph Writing, Essay Writing, Prioritising Factors</p> <p><b>Assessment points:</b> PEEL Paragraph 1 – Who was likely to win at Hastings?  PEE Paragraph 2 – Why did William win at Hastings?  Argument Essay – Why did William win at Hastings?</p>	<p><u>The Peasants Revolt</u></p> <p><b>Skills covered:</b> PEEL Paragraph Writing, Essay Writing, Prioritising Factors</p> <p><b>Assessment points:</b> PEEL Paragraph 1 – Why did the Black Death help cause the Peasants Revolt?  PEE Paragraph 2 – Why did the Poll Tax riots cause the revolt?  Causation Essay - What caused the Peasants Revolt?</p>	<p><u>How did the Tudors deal with their enemies?</u></p> <p><b>Skills covered:</b> Source Analysis Skills</p> <p><b>Assessment points:</b> Source Question 1 – What is the message of this source?  Source Question 2 – How useful is this source?  Tudors Source Analysis Assessment (All 3 Source Types)</p>	<p><u>The British Empire</u></p> <p><b>Skills covered:</b> Essay Writing Skills (Balanced Argument)</p> <p><b>Assessment points:</b> PEEL Paragraph 1 – Was James Wolfe a hero of the British Empire?  PEEL Paragraph 2 – Was Robert Clive a hero of the British Empire? X 2 PEEL  Balanced Argument essay 2 - “The British achieved Queen Victoria’s aims in India” How far do you agree with this statement?</p>	<p><u>Slave Trade (Experience of Slaves)</u></p> <p><b>Skills covered:</b> Source Skills</p> <p><b>Assessment points:</b> Source Question 1 – Why was this source produced?  Middle Passage Source Analysis – 3 Types of Sources  Abolition Source Analysis Assessment – 3 Types of Sources</p>	<p><u>Topic: The Industrial Revolution</u></p> <p><b>Skills covered:</b> Source Skills</p> <p><b>Assessment points:</b> Source Question 1 – What is the message of this source?  Source Question 2 – Why was this source produced?  Source Assessment – 3 different types of sources</p>
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Geography	<u>Introduction to Geography</u>	<u>Ecosystems</u>	<u>Tourism</u>	<u>The UK</u>	<u>India</u>	<u>Brazil</u>
	<p><b>Skills covered:</b> A01 Define key terms and learn to write geographically and descriptively, physical and human geography comparisons, where we are in the world.</p> <p><b>Assessment points:</b> Create a collage of both human and physical Geography</p> <p>Complete a quiz on material covered halfway through the unit and peer assess</p> <p>Assessment on the Introduction to Geography Unit</p>	<p><b>Skills covered:</b> A01 Define key terms. Identify different ecosystems and describe plant adaptations in different ecosystems. A02 Analyse human impacts on ecosystems</p> <p><b>Assessment points:</b> Label diagrams of both rainforests and the tropical desert</p> <p>Complete a quiz on material covered halfway through the unit and peer assess</p> <p>Assessment on Ecosystems</p>	<p><b>Skills covered:</b> A01 Define key terms. Define different types of tourism and compare the impacts of tourism. A02 investigate the role of tourism in Penang</p> <p><b>Assessment points:</b> Create a tourism brochure based on attractions in Penang</p> <p>Quiz Complete a quiz on material covered halfway through the unit and peer assess</p> <p>Assessment on the Tourism Unit</p>	<p><b>Skills covered:</b> A01 Compare different regions in the UK. Describe human and physical features, compare urban and rural living in the UK</p> <p><b>Assessment points:</b> Create a tourism brochure based on a UK city using tourism knowledge and content from the previous Unit</p> <p>Quiz Complete a quiz on material covered halfway through the unit and peer assess</p> <p>Assessment on the Introduction to the UK Unit</p>	<p><b>Skills covered:</b> A01 Compare different regions in India. Describe human and physical features, compare urban and rural living in India. A02 Analyse whether development has been good or bad for India</p> <p><b>Assessment points:</b> Create a map highlighting the human and physical features of India</p> <p>Quiz Complete a quiz on material covered halfway through the unit and peer assess</p> <p>Assessment on the India Unit</p>	<p><b>Skills covered:</b> A01 Compare different regions in Brazil. Describe human and physical features, compare urban and rural living in Brazil. A02 Analyse whether development has been good or bad for Brazil</p> <p><b>Assessment points:</b> Create a poster of Brazil.</p> <p>Quiz Complete a quiz on material covered halfway through the unit and peer assess</p> <p>Assessment on Brazil.</p>



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<b>Business</b>	<p><u>What makes a successful entrepreneur</u></p> <p><b>Skills covered:</b> AO1: Knowledge And Understanding AO3: Analysis AO4: Evaluation</p> <p><b>Assessment points:</b> Map mind of the factors of a successful entrepreneur</p> <p>Biography of an entrepreneur</p> <p>Group debate on which entrepreneur is the most successful</p>	<p><u>Being successful</u></p> <p><b>Skills covered:</b> AO1: Knowledge And Understanding AO2: Application</p> <p><b>Assessment points:</b> Mind map of different factors which make a business successful</p> <p>Produce a Kahoot game on business definitions</p> <p>Production of a board game</p>	<p><u>Budgeting and Personal Finance</u></p> <p><b>Skills covered:</b> AO1: Knowledge And Understanding AO3: Analysis AO4: Evaluation</p> <p><b>Assessment points:</b> Plan and justify a personal spending list</p> <p>Complete a bank application form</p> <p>Presentation on which bank account to open for teenagers</p>	<p><u>Motivation</u></p> <p><b>Skills covered:</b> AO1: Knowledge And Understanding AO3: Analysis AO4: Evaluation</p> <p><b>Assessment points:</b> Mind map of different ways in which people can be motivated to work</p> <p>Report on the consequences of different management styles</p> <p>Evaluation of a business manager's motivation techniques and suggestions for improvements</p>	<p><u>Holiday Destinations</u></p> <p><b>Skills covered:</b> AO1: Knowledge And Understanding AO3: Analysis AO4: Evaluation</p> <p><b>Assessment points:</b> Complete the "An Amazing Vacation" Worksheet</p> <p>Mind map of why a tourist destination is popular Storyboard on eco tourism</p>	<p><u>Eco Tourism</u></p> <p><b>Skills covered:</b> AO1: Knowledge And Understanding AO3: Analysis AO4: Evaluation</p> <p><b>Assessment points:</b> Market research on what consumers want for their holidays</p> <p>Poster / Leaflet to advertise the tourist destination</p> <p>Group video on marketing the new eco destination</p>
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<b>Computer Science</b>	<p><u>Presenting information</u></p> <p><b>Skills covered:</b></p> <ul style="list-style-type: none"> <li>• Creating basic presentation</li> <li>• Adding multimedia to the presentation.</li> <li>• Refining same presentation for different audience.</li> </ul> <p><b>Assessment points:</b> Creating presentation on input and output devices</p>	<p><u>Researching information</u></p> <p><b>Skills covered:</b></p> <ul style="list-style-type: none"> <li>• Searching techniques.</li> <li>• Checking the information.</li> <li>• Designing magazine article.</li> <li>• Creating the article using design software.</li> </ul> <p><b>Assessment points:</b> Creating PC World</p>	<p><u>Magazine Modelling</u></p> <p><b>Skills covered:</b></p> <ul style="list-style-type: none"> <li>• Working with spreadsheet.</li> <li>• Creating simple model using Excel software.</li> <li>• Formatting, editing the sheet.</li> </ul> <p><b>Assessment points:</b> Creating an event budget</p>	<p><u>Data handling</u></p> <p><b>Skills covered:</b></p> <ul style="list-style-type: none"> <li>• Creating a questionnaire</li> <li>• Creating data structure.</li> <li>• Creating new information from data.</li> <li>• Reaching conclusion from data.</li> </ul> <p><b>Assessment points:</b> Creating a questionnaire for any research</p>	<p><u>Introduction to control</u></p> <p><b>Skills covered:</b></p> <ul style="list-style-type: none"> <li>• Learning flowcharts.</li> <li>• Using repeating loops in flowcharts</li> <li>• Working with variables.</li> </ul> <p><b>Assessment points:</b> Draw a flowchart based on the system given.</p>	<p><u>ICT in the real world</u></p> <p><b>Skills covered:</b></p> <ul style="list-style-type: none"> <li>• Using email and other communication methods.</li> <li>• Internet Safety.</li> </ul> <p><b>Assessment points:</b> -Attaching file using email -Creating a poster of internet safety</p>
<b>PSHE/ Moral</b>	<p><u>Self-development</u></p> <p>Topic:</p> <ol style="list-style-type: none"> <li>1. Believe in God</li> <li>2. Trust</li> <li>3. Pride</li> <li>4. Responsibility</li> <li>5. High manner</li> <li>6. Tolerance</li> </ol>	<p><u>Self-development</u></p> <p>Topic:</p> <ol style="list-style-type: none"> <li>1. Independent</li> <li>2. Hardworking</li> <li>3. Affection</li> <li>4. Justice</li> <li>5. Rational</li> <li>6. Simplicity</li> </ol>	<p><u>Family</u></p> <p>Topic:</p> <ol style="list-style-type: none"> <li>1. Love To Family</li> <li>2. Respect to family members</li> </ol> <p><b>Skills covered:</b> Just like the basic requirements, a</p>	<p><u>Family</u></p> <p>Topic:</p> <ol style="list-style-type: none"> <li>1. Keep the tradition of family</li> <li>2. Responsibility towards family</li> </ol> <p><b>Skills covered:</b></p>	<p><u>Nature</u></p> <p>Topic:</p> <ol style="list-style-type: none"> <li>1. Love and respect nature</li> <li>2. Harmony between humans and the environment</li> </ol>	<p><u>Nature</u></p> <p>Topic:</p> <ol style="list-style-type: none"> <li>1. Sustainability of nature</li> <li>2. Balance retention towards environment</li> </ol>



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	<p><b>Skills covered:</b></p> <p>Be responsible to your own self-development. Self-development is a term used to describe individual development to become a better individual.</p> <p>Responsible</p>	<p><b>Skills covered:</b></p> <p>Showing people good manners and as an example to others. Our attitude and mannerism will give people an impact on our behaviour as well as overall perception.</p> <p>Mannerism</p>	<p>human also has several emotional needs, the gratification of which is essential for mental as well as physical happiness. Everyone requires affection, understanding, and feeling of belonging, love, and so forth.</p> <p>Affection</p>	<p>Show respect to and be tolerate with each other by respecting their tradition, and customs. Believed that every one of us have their unique practice which need to be respected as well.</p> <p>Tolerance</p>	<p><b>Skills covered:</b></p> <p>We need to show our responsibility and love towards the nature, in order to save living habitat in the world.</p> <p>Hardworking</p>	<p><b>Skills covered:</b></p> <p>Moral courage is the courage to take action for moral reasons despite the risk of adverse consequences.</p> <p>Courage is required to take action when one has doubts or fears about the consequences. Moral courage therefore involves deliberation or careful thought.</p> <p>Courage</p>
<b>Islamic Studies</b>	<p><u>Surah Al-Ikhlās</u></p> <p>The meaning of the surah.</p> <p>Verse 1 – Verse 2</p> <p><u>Ar-Risalah (The Prophets)</u></p> <p>The names of 25 prophets and their</p>	<p><u>Taharah</u></p> <p>The importance of cleanliness in Islam - wudhu</p> <p><u>Surah An-Nas</u></p> <p>The meaning of the surah.</p>	<p><u>Surah Al-Zalzalah</u></p> <p>The meaning of the surah.</p> <p>Verse 1 – Verse 2</p> <p><u>Performing Salah</u></p> <p>Steps in performing Salah.</p>	<p><u>Ramadhan Al Mubarak</u></p> <p>The importance of this special holy month to Muslims.</p> <p><u>Fasting</u></p> <p>When is</p>	<p><u>Lying, gossiping &amp; backbiting</u></p> <p>One of the worst habits, all Muslims must avoid doing in their lives.</p> <p>Meaning and examples of lying &amp; gossiping.</p> <p><u>Zakah</u></p>	<p><u>Haj</u></p> <p>One of the five pillars of Islam – why it is very important to every Muslims.</p> <p><u>Prophet Adam as</u></p> <p>To re-visit how Allah swt created the first man and how he</p>



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	<p>related stories.</p> <p>Prophet Adam – Prophet Salih.</p> <p><b>Skills covered:</b></p> <p>Thinking, reading, writing, listening , speaking</p> <p><b>Continuous Assessment points:</b></p> <ol style="list-style-type: none"> <li>Written assessment on Surah Al-Ikhlās.</li> <li>Memorising and reciting Surah Al-Ikhlās.</li> <li>Writing the important story related to the five prophets.</li> </ol>	<p>Verse 1 – Verse 2</p> <p><u>Wudhu'</u></p> <p>The first important ritual before performing salah.</p> <p><b>Skills covered:</b></p> <p>Thinking, reading, writing, listening , speaking</p> <p><b>Continuous Assessment points:</b></p> <ol style="list-style-type: none"> <li>Fill in the blanks – keywords.</li> <li>Practical assessment – performing wudhu'</li> </ol>	<p><b>Skills covered:</b></p> <p>Thinking, reading, writing, listening , speaking</p> <p><b>Continuous Assessment points:</b></p> <ol style="list-style-type: none"> <li>Memorising and reciting Surah Al-Zalzalah.</li> <li>Practical assessment – performing salah</li> </ol>	<p>Ramadhan?</p> <p>How to perform fasting?</p> <p>Recite the niyah of fasting.</p> <p><b>Skills covered:</b></p> <p>Thinking, reading, writing, listening , speaking</p> <p><b>Continuous Assessment points:</b></p> <ol style="list-style-type: none"> <li>Writing a simple essay on the preparation of the daily breaking of fasting with their family.</li> <li>Written assessment on the niyah.</li> </ol>	<p>The importance of zakah and how it helps the poor and the needy to lead life.</p> <p><b>Skills covered:</b></p> <p>Thinking, reading, writing, listening , speaking</p> <p><b>Continuous Assessment points:</b></p> <ol style="list-style-type: none"> <li>Verbal quizzes on lying gossiping &amp; backbiting.</li> <li>Fill in the blanks – the importance of zakah.</li> </ol>	<p>was sent down to the Earth from the Paradise.</p> <p><b>Skills covered:</b></p> <p>Thinking, reading, writing, listening , speaking</p> <p><b>Continuous Assessment points:</b></p> <ol style="list-style-type: none"> <li>Written assessments on pillar of Islam.</li> <li>Quizzes on the history of Prophets Adam.</li> </ol>
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<b>Bahasa Malaysia</b>	<p><u>Family relationships</u></p> <p><b>Skills covered:</b> Reading Writing Listening Speaking Presentation</p> <p><b>Assessment points:</b> Reading and directed writing about family</p>	<p><u>Spending money wisely</u></p> <p><b>Skills covered:</b> Reading Writing Listening Speaking Presentation</p> <p><b>Assessment points:</b> Individual presentation of advantages of saving money</p>	<p><u>My experience of the first day in secondary school</u></p> <p><b>Skills covered:</b> Reading Writing Listening Speaking Presentation</p> <p><b>Assessment points:</b> Description using grammar - verbs &amp; verbs tenses</p>	<p><u>Neighbouring country</u></p> <p><b>Skills covered:</b> Reading Writing Listening Speaking Presentation</p> <p><b>Assessment points:</b> Write a descriptive essay based on the picture of a neighbouring country</p>	<p><u>The hero of the nation</u></p> <p><b>Skills covered:</b> Reading Writing Listening Speaking Presentation</p> <p><b>Assessment points:</b> Reading and directed writing about a hero</p>	<p><u>Reading habits</u></p> <p><b>Skills covered:</b> Reading Writing Listening Speaking Presentation</p> <p><b>Assessment points:</b> Grammar component- adverbs describing reading habits</p>
<b>Sejarah</b>	<p><u>Prime Ministers in Malaysia</u></p> <ol style="list-style-type: none"> <li>1. Tunku Abdul Rahman</li> <li>2. Tun Abdul Razak</li> <li>3. Tun Hussein Onn</li> </ol> <p><b>Assessment points:</b> Project work</p>	<p><u>Prime Ministers in Malaysia</u></p> <ol style="list-style-type: none"> <li>1. Tun Dr. Mahathir Mohamad</li> <li>2. Dato Abdullah Ahmad Badawi</li> <li>3. YAB Najib Razak</li> </ol> <p><b>Assessment</b></p>	<p><u>Oldest school in Malaysia</u></p> <ol style="list-style-type: none"> <li>1. Penang Free School</li> <li>2. Methodist Boys' School (formerly known as Anglo-Chinese School) (established 1891)</li> </ol>	<p><u>Oldest school in Malaysia</u></p> <ol style="list-style-type: none"> <li>1. Malacca High School</li> <li>2. St. Thomas' Secondary School, Kuching</li> <li>3. 3.St. Mary's School,</li> </ol>	<p><u>Pre Historic Era in Malaysia</u></p> <ol style="list-style-type: none"> <li>1. Paleolithic</li> <li>2. Mesolithic</li> </ol> <p><b>Assessment points:</b> Project work</p>	<p><u>Pre Historic Era in Malaysia</u></p> <ol style="list-style-type: none"> <li>1. Neolithic</li> <li>2. Metal age</li> </ol> <p><b>Assessment points:</b> Project work</p>



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		<p><b>points:</b> Project work</p>	<p>3. Methodist Girls' School</p> <p><b>Assessment points:</b> Project work</p>	<p>Kuching</p> <p><b>Assessment points:</b> Project work Era</p>		
<b>Advanced Mandarin</b>	<p><u>School life</u></p> <p><b>Skills covered:</b></p> <ul style="list-style-type: none"> <li>● Reading</li> <li>● Writing</li> </ul> <p><b>Assessment points:</b> Analysis the title</p> <p>Speed reading and summarizing the story</p> <p>Write a short paragraph that is linked to the title</p>	<p><u>Life style, Family relationship</u></p> <p><b>Skills covered:</b></p> <ul style="list-style-type: none"> <li>● Reading</li> <li>● Writing</li> </ul> <p><b>Assessment points:</b> Give a proper title according to the article</p> <p>Write an outline according to the title</p> <p>Write an essay according to the outline</p>	<p><u>Chinese New Year</u></p> <p><b>Skills covered:</b></p> <ul style="list-style-type: none"> <li>● Reading</li> <li>● Writing</li> </ul> <p><b>Assessment points:</b> Distinguish outlook and action descriptive language</p> <p>Using five senses to enrich their descriptive language</p> <p>Using outlook and action descriptive language to write a short essay</p>	<p><u>Newspaper, Describing language</u></p> <p><b>Skills covered:</b></p> <ul style="list-style-type: none"> <li>● Reading</li> <li>● Writing</li> </ul> <p><b>Assessment points:</b> Analysis the structure of news</p> <p>Speed reading through reads the title</p> <p>Write a news</p>	<p><u>Chinese idiom story, China history</u></p> <p><b>Skills covered:</b></p> <ul style="list-style-type: none"> <li>● Reading</li> <li>● Writing</li> <li>● Presenting</li> </ul> <p><b>Assessment points:</b> Online seeking more information</p> <p>Label the main events Presentation about China history event</p>	<p><u>Historical figures</u></p> <p><b>Skills covered:</b></p> <ul style="list-style-type: none"> <li>● Reading</li> <li>● Writing</li> <li>● Presenting</li> </ul> <p><b>Assessment points:</b> Analysis the character</p> <p>Presentation a China historical figures</p> <p>Comprehension and essay writing</p>



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<b>Intermediate Mandarin</b>	<p><u>Formal and Informal Greeting</u></p> <p><b>Skills covered:</b> Reading Speaking Writing Listening</p> <p><b>Assessment points:</b> Role Play</p> <p>Matching</p> <p>Write a variety of correct greetings</p>	<p><u>Write a portfolio about yourself</u></p> <p><b>Skills covered:</b> Speaking Reading Writing Listening</p> <p><b>Assessment points:</b> Role Play</p> <p>Describe themselves</p>	<p><u>Write a Family member's portfolio</u></p> <p><b>Skills covered:</b> Speaking Reading Writing Listening</p> <p><b>Assessment points:</b> Role Play</p> <p>Introduce one's family members</p> <p>Label the family members</p>	<p><u>Apply Dates and Days in sentence</u></p> <p><b>Skills covered:</b> Speaking Reading Writing listening</p> <p><b>Assessment points:</b> Write the dates</p> <p>Write the day</p> <p>Write the sentences included time</p>	<p><u>Occupation and use 'do' to make a sentence</u></p> <p><b>Skills covered:</b> Speaking Reading Writing Listening</p> <p><b>Assessment points:</b> Label the job</p> <p>Write the Pin Yin</p> <p>Matching the correct characters</p> <p>Build sentences</p>	<p><u>Link the Job and Place in a sentence</u></p> <p><b>Skills covered:</b> Speaking Reading Writing Listening</p> <p><b>Assessment points:</b> Label the places</p> <p>Matching the correct pin yin with character</p> <p>Build sentences</p>
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EAL	<u>Homes and habits</u>	<u>Student days</u>	<u>Fun time</u>	<u>Our world</u>	<u>Feelings</u>	<u>Leisure and fashion</u>
	<p><b>Skills covered:</b> Read about living in a windmill/cave home, read for gist and main points, identify target structures, write a email, countable and uncountable nouns, prepositions of time</p> <p><b>Assessment points:</b> Use a few/a little/many/much/ a lot of/ lots of, describe a young person's room</p>	<p><b>Skills covered:</b> Prepositions of time and place, past simple and past continuous, Compare the schedule of a Beijing teenager to the local kids, Listen for information about Nadine's trip to a town in Chile as an exchange student.</p> <p><b>Assessment points:</b> Write short messages to thank/ explain/ apologise/ invite/ suggest. Predict what actually happened to Nadine.</p>	<p><b>Skills covered:</b> Identify words to change, error correction, describe free-time activities, verbs followed by to or –ing, identify a writer's purpose, describe free time activities</p> <p><b>Assessment points:</b> Use suitable phrases and vocabularies to make suggestions and reply politely to suggestions</p>	<p><b>Skills covered:</b> Discover the island of Borneo, write a letter, use adjectives to describe photos of places, comparative and superlative adjectives, Vocabularies related to building and places</p> <p><b>Assessment points:</b> Spelling of comparative and superlative adjectives, listening activities ( The northern pole of cold)</p>	<p><b>Skills covered:</b> Use the context to find missing words, Cause and effect links, formal and informal expressions, use adjectives and prepositions / adjectives of emotion and their opposites</p> <p><b>Assessment points:</b> Speaking activity- Adjectives to describe photos and personal experiences</p>	<p><b>Skills covered:</b> Write a short message to say thank you, vocabularies related to television programmes, going out, describe lost items, present perfect and past simple, since and for</p> <p><b>Assessment points:</b> Choose the most suitable TV programmes for each group of people</p>



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<b>PE</b>	<p><u>Invasion Games</u></p> <p><u>Football /</u></p> <p><b>Skills covered:</b> Introduction</p> <p>Passing, moving, Shooting. Dribbling, control, turning. Principles of attack. Principles of defense. Games.</p> <p><b>Assessment points:</b> Beginning to demonstrate the range of skills learnt with some level of confidence, accuracy and precision, as well as being able to adapt to different situations.</p> <p>Beginning to understand the different roles within the sports.</p>	<p><u>Fitness &amp; Athletics</u></p> <p><b>Skills covered:</b> Introduction</p> <p>Sprints. Relays. Pace running. Jumps. Throws shot putt. Throws – javelin.</p> <p><b>Assessment points:</b> Beginning to demonstrate the range of skills learnt with confidence, accuracy and precision.</p>	<p><u>Aquatics</u></p> <p><u>Swimming</u></p> <p><b>Skills covered:</b> Level D3 Introduction.</p> <p>Sculling Streamline Correct technique and distance in freestyle. Correct technique and distance in backstroke. Use an aid to perform rescues and survival sequences.</p> <p><b>Assessment points:</b> Begin to be able to demonstrate sculling</p> <p>Demonstrate correct distance and technique for Freestyle.</p>	<p><u>Invasion Games</u></p> <p><u>Basketball / Netball / Dodgeball</u></p> <p><b>Skills covered:</b> Introduction</p> <p>Passing, footwork. Dodging. Attack, shooting, creating space. Defence, positional awareness.</p> <p><b>Assessment points:</b> Beginning to demonstrate the range of skills learnt with some level of confidence, accuracy and precision, as well as being able to adapt to different situations.</p>	<p><u>Dance &amp; Gymnastics</u></p> <p><u>Dance</u></p> <p><b>Skills covered:</b> Introduction</p> <p>Levels Speed Expression Timing choreograph a routine</p> <p><b>Assessment points:</b> Beginning to demonstrate the range of skills learnt with some level of confidence, accuracy and precision.</p> <p>Choreograph a routine and perform to an audience as part of a group.</p>	<p><u>Striking and Fielding</u></p> <p><u>Cricket / Rounders</u></p> <p><b>Skills covered:</b> Introduction</p> <p>Ball familiarisation and catching. Fielding. Bowling. Batting. Tactics through games.</p> <p><b>Assessment points:</b> Beginning to demonstrate the range of skills learnt with some level of confidence, accuracy and precision, as well as being able to adapt to different situations.</p> <p>Beginning to understand the different roles within the sports.</p>
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			<p>Demonstrate correct distance and technique for Backstroke.</p> <p>Be able Use an aid to perform rescues</p>	<p>Beginning to understand the different roles within the sports.</p> <p><u>Net / Wall Games</u></p> <p><u>Badminton / Volleyball</u></p> <p><b>Skills covered:</b> Introduction</p> <p>Grip, serve. Clear shots. Drop shots, creating space. Net shots. Smash shot, attack.</p> <p><b>Assessment points:</b> Beginning to demonstrate the range of skills learnt with some level of confidence, accuracy and</p>		
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				precision, as well as being able to adapt to different situations.		
<b>Music</b>	<u>Rhythm and Pitch</u>  <b>Skills covered:</b> Composing Notation  <b>Assessment points:</b> Compose a short melody	<u>Introduction to Composition</u>  <b>Skills covered:</b> Composing Listening  <b>Assessment points:</b> Create a story compositions using tuned percussions.	<u>Pachelbel's canon</u>  <b>Skills covered:</b> Performing Listening  <b>Assessment points:</b> Play a keyboard piece individually	<u>Folk Music</u>  <b>Skills covered:</b> Performing Composing  <b>Assessment points:</b> Perform a piece as a class	<u>Jabberwocky</u>  <b>Skills covered:</b> Composing Listening  <b>Assessment points:</b> Perform poem as a class	<u>Blues and Gospel</u>  <b>Skills covered:</b> Performing Reviewing  <b>Assessment points:</b> Perform Oh Happy day in a small groups
<b>Drama</b>	<u>Serious Fun/Introduction to Drama</u>  <b>Skills covered:</b> Improvisation Collaboration Stage space Roles in theatre Theatre styles Theatre terminology	<u>Pantomime</u>  <b>Skills covered:</b> Elements of pantomime theatre. Exaggerated acting style. Comedic humour. Interacting with audience.	<u>Script: Ernie's Incredible Illucinations</u>  <b>Skills covered:</b> Elements of a script. Dramatic reading Characterisation Status Proxemics Spatial awareness	<u>Radio Drama</u>  <b>Skills covered:</b> Elements of a radio drama. Script writing Structuring a narrative to engage. Characterisation Vocal elements (pitch, pace,	<u>The Pied Piper</u>  <b>Skills covered:</b> Folktales Hot seating Non-naturalistic techniques inc. synchronised movement and choral speaking. Abstract and surreal theatre. Collaboration	<u>Working from Stimuli: Devising</u>  <b>Skills covered:</b> Devising methods. Collaboration Working from stimuli: imagination and resourcefulness. Non-naturalistic vs. Naturalistic theatre.



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	<p><b>Assessment points:</b> Improvised group role-play performance.</p>	<p>Victim versus villain Set design.</p> <p><b>Assessment points:</b> Design of flats/set. Group pantomime performances with audience interaction.</p>	<p><b>Assessment points:</b> In groups, students create their own illumination scene using the main characters of the play.</p>	<p>volume, inflection, tone). Teamwork Working with technology</p> <p><b>Assessment points:</b> Students present radio dramas to the class in groups.</p>	<p><b>Assessment points:</b> Group performance creating their own version of the unknown final scene of The Pied Piper.</p>	<p>Directing</p> <p><b>Assessment points:</b> Devising and presenting group performance from set stimuli.</p>
<b>Art</b>	<p><u>Landscape drawing</u></p> <p><b>Skills covered:</b> drawing, shading and composition</p> <p>Artist reference: Vincent Van Goth</p> <p><b>Assessment points:</b> Landscape drawing</p>	<p><u>Pop art painting</u></p> <p><b>Skills covered:</b> hand control, idea development colour mixing (primary secondary colours)</p> <p>Artist reference: Andy Warhol</p> <p><b>Assessment points:</b> Pop Art painting</p>	<p><u>Wayang kulit craft</u></p> <p><b>Skills covered:</b> Character design, figure drawing</p> <p>Artist reference: Comic books/Manga art</p> <p><b>Assessment points:</b> Wayang kulit character drawing</p>	<p><u>Wayang kulit craft</u></p> <p><b>Skills covered:</b> Cutting, carving and painting the wayang kulit character</p> <p>Artist reference: Comic books/Manga art</p> <p><b>Assessment points:</b> To cut out and color their</p>	<p><u>Diorama project Nature landscape</u></p> <p><b>Skills covered:</b> design and drawing</p> <p>Artist reference: Miranda Brandon</p> <p><b>Assessment points:</b> To draw, design and colour their landscape</p>	<p><u>Diorama project Nature landscape</u></p> <p><b>Skills covered:</b> frame making, papier mache techniques Artist reference: Miranda Brandon</p> <p><b>Assessment points:</b> to make a 3D model of their landscape</p>



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				wayang kulit character		
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