



Straits International School. Year 9 Long Term Plan

Year 9

Subject	Autumn		Spring		Summer	
	1 st half term	2 nd half term	1 st half term	2 nd half term	1 st half term	2 nd half term
English	<p><u>Baseline – Past Checkpoint Exam</u></p> <p><u>Fiction Novel: ‘Of Mice and Men’ by John Steinbeck</u></p> <p>Skills covered: Reading Develop broad reading skills Use a repertoire of reading strategies to analyse and explore different layers of meaning within texts, including bias. Explain, comment on and analyse the way writers use stylistic and other features of language and structure in texts.</p>	<p><u>Descriptive writing –The Fury</u></p> <p>Skills covered: Writing Analyse how meaning is conveyed differently according to the form, layout and presentation selected by the writer for specific purposes. Link a selection of ideas and planning choices explicitly to clear sense of task, purpose and audience.</p> <p>Assessment points:</p>	<p><u>Preparation for and Mock exams Non-Fiction Persuasive Writing ‘Don’t Get Me Started’</u></p> <p>Skills covered: Writing Recognise conventions and evaluate viewpoint, purpose, themes and ideas in persuasive texts. Develop broad writing skills. Select and develop content and use register and language appropriate to genre, purpose and audience</p>	<p><u>Non-Fiction Persuasive Writing ‘Don’t Get Me Started’ Continued</u></p> <p>Skills covered: Writing Recognise conventions and evaluate viewpoint, purpose, themes and ideas in persuasive texts. Develop broad writing skills. Select and develop content and use register and language appropriate to genre, purpose and audience</p> <p>Assessment points:</p>	<p><u>Checkpoint Preparation and revision</u></p> <p>Skills covered: Reading & Writing Students will revise, analyse and practise reading and writing skills.</p> <p>Fiction Animal Farm</p> <p>Skills covered: Reading Demonstrate understanding of implicit and explicit meaning in texts. Develop precise, perceptive analysis of how language is used.</p>	<p><u>Fiction Animal Farm</u></p> <p>Skills covered: Reading Demonstrate understanding of implicit and explicit meaning in texts. Develop precise, perceptive analysis of how language is used.</p> <p>Assessment points: Students will construct a detailed essay, using a passage from the play, explaining the author’s intentions, using quotes effectively. Week 5-6</p>



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	<p>Assessment points: Pupils will study and analyse a passage then explain and example the identifying language techniques, structure etc what methods Steinbeck uses to present the death of Curley’s wife?</p> <p><u>Checkpoint preparation</u></p> <p>Skills covered: Reading & Writing Students will revise, analyse and practise reading and writing skills.</p> <p>Assessment points: The mock checkpoint</p>	<p>Using the appropriate register, language and theme students will write a ‘continuation’ narrative for the ‘The Fury’ Week 5-6</p>	<p>Assessment points: Students will produce a convincing, persuasive argument using different sentence types, punctuation and imagery for effect. Week 5-6</p> <p>.</p>	<p>Students will produce a convincing, persuasive argument using different sentence types, punctuation and imagery for effect.</p> <p>Assessment points: The checkpoint exam is sometime after the Easter break.</p>	<p>Assessment points: Students will construct a detailed essay, using a passage from the play, explaining the author’s intentions, using quotes effectively. Week 4-5</p>	<p><u>Revision</u></p> <p><u>War and Conflict</u> <u>Poetry</u></p> <p>Skills covered: Reading This unit of work is designed to prepare the pupils for the English Literature IGCSE where the pupils will be expecting to study a collection of poems on a theme, and write an analytical response to that poem in exam conditions Analyse in depth and detail writers’ use of literary, rhetorical and grammatical features and their effects on different readers</p>
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						<p>Assessment points: Students will produce several detailed responses to sample exam questions writing to analyse, review and comment on language techniques, purpose and responses. Week 4-5</p>
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Mathematics	<p><u>Fractions and indices</u></p> <p>Skills covered:</p> <ul style="list-style-type: none"> Working with fractions indices <p>Assessment points: Past years' questions</p> <p>Expression and formulae</p> <p>Skills covered:</p> <ul style="list-style-type: none"> simplifying and indices algebraic fractions changing subject <p>Assessment points: Past years' questions</p> <p><u>Equations and inequalities</u></p> <p>Skills covered:</p> <ul style="list-style-type: none"> linear inequalities simultaneous equation trial and improvement <p>Assessment points: Past years' questions</p>	<p><u>Shapes and mathematical drawings</u></p> <p>Skills covered:</p> <ul style="list-style-type: none"> 3D shapes Constructions Maps and scale drawing bearings <p>Assessment points: Past years' questions</p> <p><u>Geometry</u></p> <p>Skills covered:</p> <ul style="list-style-type: none"> angles in polygon angles in circles Pythagoras theorem tessellations <p>Assessment points: Past years' questions</p> <p><u>Ratio and proportion</u></p>	<p><u>Sequences, functions and graphs</u></p> <p>Skills covered:</p> <ul style="list-style-type: none"> linear functions inverse functions equation of straight line <p>Assessment points: Past years' questions</p> <p><u>Transformations</u></p> <p>Skills covered:</p> <ul style="list-style-type: none"> Describing transformations Similar triangles <p>Assessment points: Past years' questions</p> <p><u>Area, perimeter and volume</u></p> <p>Skills covered:</p> <ul style="list-style-type: none"> Circles Surface area of 	<p><u>Probability</u></p> <p>Skills covered:</p> <ul style="list-style-type: none"> successive events <p>Planning, collecting and processing data</p> <ul style="list-style-type: none"> Calculation of statistics <p>Assessment points: Past years' questions</p> <p><u>Revision - part one</u></p> <p>Skills covered:</p> <ul style="list-style-type: none"> Number property Algebra Geometry Measurement Handling data <p>Assessment points: Past years' questions</p>	<p><u>Quadratic equations</u></p> <p>Skills covered:</p> <ul style="list-style-type: none"> Solving equations using brackets Solving equations using quadratic formula. Solving algebraic fractions. Solve complicated algebra questions. <p>Assessment points: IGCSE Past years' questions.</p>	<p><u>Trigonometry</u></p> <p>Skills covered:</p> <ul style="list-style-type: none"> Sine, cosine, tangent finding missing sides Finding angles Solve word problems <p>Assessment points: IGCSE Past years' questions.</p>
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		<p>Skills covered:</p> <ul style="list-style-type: none">•simplifying and comparing rations•solving ratio problems•direct proportion <p>Assessment points: Past years' questions</p>	<p>prisms and cylinder</p> <p>Assessment points: Past years' questions</p>			
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Science	<p><u>Photosynthesis and plant growth</u></p> <p>Skills covered:</p> <ul style="list-style-type: none"> • Photosynthesis. • Factors affecting the rate of photosynthesis. • Word equation for photosynthesis. • Comparing aquatic and non-aquatic plant species. • Measuring the rate of photosynthesis. • Why minerals are important to plants. • Investigating how different minerals affect plant growth. <p>Assessment points: Past year's questions</p> <p><u>Periodic table and preparing salts</u></p> <p>Skills covered:</p> <ul style="list-style-type: none"> • Development of 	<p><u>Electrostatics and electric currents</u></p> <p>Skills covered:</p> <ul style="list-style-type: none"> • Static electricity. • How materials can become charged. • Uses of static electricity. • Explaining the Van de Graaf generator. • Dangers of static electricity. • Drawing circuit symbols and diagrams. • Measuring current and potential difference. • Series circuits. • Parallel circuits. • Resistance. <p>Assessment points:</p>	<p><u>Reactivity and rates of reaction</u></p> <p>Skills covered:</p> <ul style="list-style-type: none"> • General properties of metals. • Reactions of metals with oxygen. • Reactions of metals with water. • Reactions of metals with acids. • The reactivity series. • Investigate uses of reactivity series. • Displacement reactions. • The reactivity series and extraction methods. • Measuring rates of reaction. • Effect of concentration on 	<p><u>Classification and Inheritance</u></p> <p>Skills covered:</p> <ul style="list-style-type: none"> • Classifying living organisms. • Food chains and food webs. • The role of decomposers. • Adaptations. • Inherited characteristics • Selective breeding. • Darwin's theory of evolution. <p>Assessment points: Past year's questions</p> <p><u>Chemicals and thermal energy</u></p> <p>Skills covered:</p> <ul style="list-style-type: none"> • Exothermic and endothermic reactions. • Combustion. • The fire triangle. • Comparing fuels. • Investigating 	<p><u>The energy crisis and human influence</u></p> <p>Skills covered:</p> <ul style="list-style-type: none"> • Factors affecting the size of human populations. • Factors that affect the size of animal populations. • Predator/prey relationships. • Generating electrical energy. • Renewable and non-renewable energy resources. • The global energy crisis. <p>Assessment points: Past year's questions</p> <p>Revision</p>	<p><u>Revision and preparation for IGCSE Science subjects</u></p>
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	<p>atomic theory.</p> <ul style="list-style-type: none"> • Atomic structure. • Arrangement of the periodic table. • Preparation of a salt from reacting a metal carbonate with an acid. • Preparation of a salt from reacting an acid with an alkali. • Preparation of a salt from reacting a metal with an acid. <p>Assessment points: Past year's questions</p>	<p>Past year's questions</p> <p><u>Sexual reproduction in flowering plants</u></p> <p>Skills covered:</p> <ul style="list-style-type: none"> • Structure of flowering plants. • Gametes in plants. • Pollination. • Fertilisation in plants. • Seed production. • Mechanisms of seed dispersal. • Reasons for seed dispersal. <p>Assessment points: Past year's questions</p>	<p>rate of reaction.</p> <ul style="list-style-type: none"> • Effect of particle size on rate of reaction. • Effect of a catalyst on rate of reaction. • Effect of temperature on rate of reaction. <p>Assessment points: Past year's questions</p> <p><u>Moments, pressure and density</u></p> <p>Skills covered:</p> <ul style="list-style-type: none"> • Introducing levers. • Introducing moments. • Calculating moments. • Calculating density of liquids. • Calculating density of a gas. • Introduction to 	<p>endothermic reactions.</p> <ul style="list-style-type: none"> • Respiration and photosynthesis • Endothermic phase changes. • Conduction. • Convection. • Radiation. • Investigating cooling by radiation. <p>Assessment points: Past year's questions</p>		
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			<p>concept of pressure.</p> <ul style="list-style-type: none">● Pressure in liquids.● Pressure in gases. <p>Assessment points: Past year's questions</p>			
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History	<p><u>What caused World War 2?</u></p> <p>Skills covered: Essay Writing PEEL Paragraphs</p> <p>Assessment points: Why was the Munich Agreement signed? PEEL</p> <p>How justified was the policy of appeasement? PEEL</p> <p>“Appeasement was the main cause of WW2” How far do you agree? Essay</p>	<p><u>What was the most significant turning point of WW2?</u></p> <p>Skills covered: Essay Skills (Significance – Prep for IGCSE Paper 4)</p> <p>Assessment points: How significant was the Battle of Britain? Paragraph</p> <p>Was the Battle of Stalingrad that significant for the allies? Paragraph</p> <p>What was the most significant turning point of World War 2? Significance Essay</p>	<p><u>The Holocaust</u></p> <p>Skills covered: Source Handling Skills</p> <p>Assessment points: Source Analysis 1-Why was this source produced?</p> <p>Source Analysis 2 How useful is a source?</p> <p>Source Assessment on the Ghettos (3 Source Types)</p>	<p><u>What was the most significant factor in the success of the Civil Rights movement?</u></p> <p>Skills covered: Essay Skills (Significance – Prep for IGCSE Paper 4)</p> <p>Assessment points: Why was Board v Brown significant? Paragraph</p> <p>How significant was Martin Luther King Jnr to the success of the Civil Rights movement? Paragraphs</p> <p>What was the most significant factor in the success of the Civil Rights movement? Significance Essay</p>	<p><u>IGCSE Core Content</u> <u>KQ1: How fair were the treaties, 1919-23?</u></p> <p>Skills covered: 6 mark explain 10 mark essay source skills</p> <p>Assessment points: 6 mark – Why couldn’t the Big 3 agree?</p> <p>10 mark essay – Who was most happy with the Treaty?</p> <p>IGCSE-style Paper 1 Assessment</p>	<p><u>IGCSE Core Content</u> <u>KQ1: How fair were the treaties, 1919-23?</u></p> <p>Skills covered: 6 mark explain 10 mark essay source skills</p> <p>Assessment points: What is the message of this cartoon?</p> <p>Why was this source published?</p> <p>IGCSE-style Paper 2 Assessment</p>
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Geography	<p><u>Population</u></p> <p>Skills covered: AO1 Define key terms, describe and explain patterns, changes & impacts. Short & long answers AO2 Skills and analysis</p> <p>Assessment points: Complete a long answer IGCSE question</p> <p>Complete a small quiz which will be peer and teacher assessed</p> <p>IGCSE Past Paper Assessment</p>	<p><u>Population</u></p> <p>Skills covered: AO1 Define key terms, describe and explain patterns, changes & impacts. Short & long answers AO2 Skills and analysis</p> <p>Assessment points: Complete a long answer IGCSE question</p> <p>Complete a small quiz which will be peer and teacher assessed</p> <p>IGCSE Past Paper Assessment</p>	<p><u>Settlement</u></p> <p>Skills covered: AO1 Define key terms, describe and explain patterns, changes & impacts. Short & long answers. AO2 Skills and analysis</p> <p>Assessment points: Complete a long answer IGCSE question</p> <p>Complete a small quiz which will be peer and teacher assessed</p> <p>IGCSE Assessment</p>	<p><u>Settlement</u></p> <p>Skills covered: AO1 Define key terms, describe and explain patterns, changes & impacts. Short & long answers. AO2 Skills and analysis</p> <p>Assessment points: Complete a long answer IGCSE question</p> <p>Complete a small quiz which will be peer and teacher assessed</p> <p>IGCSE Assessment</p>	<p><u>Migration</u></p> <p>Skills covered: AO1 Define key terms, describe and explain patterns, changes & impacts. Short & long answers. AO2 Skills and analysis AO3 Judgement and decision-making</p> <p>Assessment points: Complete a long answer IGCSE question</p> <p>Complete a small quiz which will be peer and teacher assessed</p> <p>IGCSE Assessment</p>	<p><u>Penang Demographic Project / Revision Unit</u></p> <p>Skills covered: AO1 Define key terms, describe and explain patterns, changes & impacts. Short & long answers AO2 Skills and analysis AO3 Judgement and decision-making</p> <p>Assessment points: Penang Demographic Project Part 1</p> <p>Penang Demographic Project Part 2</p> <p>End of Year IGCSE Assessment</p>
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Business	<p><u>What Makes A Successful Business?</u></p> <p>Skills covered: AO1: Knowledge And Understanding AO2: Application AO3: Analysis</p> <p>Assessment points: Map mind of the factors of a successful business</p> <p>Presentation of an existing successful business</p> <p>Group debate on which business is the most successful</p>	<p><u>Evolution Of A Product</u></p> <p>Skills covered: AO1: Knowledge And Understanding AO2: Application AO3: Analysis AO4: Evaluation</p> <p>Assessment points: Timeline of an existing product</p> <p>Redesign an existing product</p> <p>Report on why companies redesign its products</p>	<p><u>Pressure Groups</u></p> <p>Skills covered: AO1: Knowledge And Understanding AO2: Application AO3: Analysis</p> <p>Assessment points: Research of a pressure group</p> <p>Group presentation of the purpose of a pressure group</p> <p>Report on how pressure groups effect the running of businesses</p>	<p><u>Stock Exchange</u></p> <p>Skills covered: AO1: Knowledge And Understanding AO2: Application AO3: Analysis AO4: Evaluation</p> <p>Assessment points: Timeline of the prices of a share index</p> <p>Presentation of how to buy and sell shares on the Stock Exchange</p> <p>Leaflet on the pros and cons of investing in shares</p>	<p><u>Organising a trip</u></p> <p>Skills covered: AO1: Knowledge And Understanding AO2: Application AO3: Analysis</p> <p>Assessment points: Primary research on where students would like to go for their trip Design the poster and tickets for sale</p> <p>Go on trip and evaluate its success</p>	<p><u>Dragon's Den</u></p> <p>Skills covered: AO1: Knowledge And Understanding AO2: Application AO3: Analysis</p> <p>Assessment points: Produce a design and prototype of the product</p> <p>Produce a business plan</p> <p>Present your idea to a Dragon</p>
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Computer Science	<p><u>Podcasting</u></p> <p>Skills covered:</p> <ul style="list-style-type: none"> • Devices and software using for podcasting. • Creating audio podcasting and editing the audio file. • Creating video podcasting and editing the video files. <p>Assessment points: Creating a podcast based on the topic given</p>	<p><u>Computer games</u></p> <p>Skills covered:</p> <ul style="list-style-type: none"> • Starting using Game Maker software. • Creating Digger game. <p>Assessment points: Creating games</p>	<p><u>Shape recognition</u></p> <p>Skills covered:</p> <ul style="list-style-type: none"> • Using programming language to create shapes. <p>Assessment points: Complete the exercise given</p>	<p><u>Creating social networking website</u></p> <p>Skills covered:</p> <ul style="list-style-type: none"> • Creating web page using web design software. • Link the created page to new pages. • Adding multimedia to the page. <p>Assessment points: Creating a business website</p>	<p><u>Creating graphics</u></p> <p>Skills covered:</p> <ul style="list-style-type: none"> • Using graphic design software to create graphic symbols and logos. • Creating a Wiki <p>Assessment points: Creating a symbol and logo for organization</p>	<p><u>Security Systems</u></p> <p>Skills covered:</p> <ul style="list-style-type: none"> • Setting up control system • Testing the system <p>Assessment points: Creating a planning for new system</p>
PSHE/ Moral	<p><u>Peace and harmony</u></p> <p>Topic: Live together peacefully</p> <p>Skills covered: We should learn to respect one another and live together peacefully despite religious differences,</p>	<p><u>Peace and harmony</u></p> <p>Topic: Cooperative and helping each other</p> <p>Skills covered: Cooperation is the process of groups working or acting</p>	<p><u>Respect</u></p> <p>Topic: Show respect to the other countries</p> <p>Skills covered: Each country is unique and shows respect in as many ways. Appreciate,</p>	<p><u>Justice</u></p> <p>Topic: Adopt a fair attitude towards the community</p> <p>Skills covered: Fair action and making fair decisions towards the community regardless of race and religion.</p>	<p><u>Honesty</u></p> <p>Topic: Show impartiality in society / community</p> <p>Skills covered: impartiality or fairmindedness is a principle of justice that decisions should be based on</p>	<p><u>Cooperative</u></p> <p>Topic: To Cooperate in activities within the community/ society</p> <p>Skills covered: Willingness to do something and working together as a team in order to</p>



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	<p>sustainable development in the region.</p> <p>Mannerism</p>	<p>together for common or mutual benefit, without expecting anything from anyone.</p> <p>Responsible</p>	<p>honor and respect the rules in a social context.</p> <p>Affection</p>	<p>Courage</p>	<p>objective criteria, rather than on the basis of bias, prejudice, or preferring the benefit to one person over another for improper reasons.</p> <p>Hardworking</p>	<p>contribute excellent outcome.</p> <p>Tolerance</p>
Islamic Studies	<p><u>Tawheed</u></p> <p>Believe that Allah is One, Supreme and nothing is like Him.</p> <p>The 20 essential attributes of Allah.</p> <p>Learn attributes 6-10.</p> <p>Surah Al-Ikhlās</p> <p>The meaning of the surah.</p> <p>Recite and write</p>	<p>Taharah</p> <p>The importance of cleanliness in Islam – other basic taharah.</p> <p>Cleanliness of the clothes that we wear daily.</p> <p>Surah An-Nas</p> <p>Verse 5 – verse 6</p> <p>(Revise Verses 1-4)</p>	<p><u>Surah Al-Zalzalah</u></p> <p>Verse 5 – verse 6</p> <p>(Revise Verses 1-4)</p> <p><u>Performing Salah</u></p> <p>Salah practical.</p> <p>Skills covered:</p> <p>Thinking, reading, writing, listening, speaking</p>	<p><u>Ramadhan Al Mubarak</u></p> <p>The importance of this special holy month to Muslims.</p> <p>Fasting</p> <p>Observe the good deeds that may increase the rewards from Allah s.w.t. during fasting month.</p> <p>Skills covered:</p>	<p><u>Lying, gossiping & backbiting</u></p> <p>One of the worst habits, all Muslims must avoid doing in their lives and how to stop committing the offences according to Islamic rules and laws.</p> <p>Zakah</p> <p>Zakah in different forms – not just money.</p>	<p><u>Haj</u></p> <p>One of the five pillars of Islam – why it is very important to every Muslims.</p> <p>Prophet Adam as</p> <p>To re-visit how Allah swt created the first man and how he was sent down to the Earth from the Paradise.</p> <p>Prophet Ibraaheem</p>



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	<p>Verse 1 – Verse 2.</p> <p>Ar-Risalah (The Prophets)</p> <p>The names of 25 prophets and their related stories.</p> <p>Prophet Joseph – Prophet Moses/Aaron.</p> <p>Skills covered:</p> <p>Thinking, reading, writing, listening, speaking</p> <p>Continuous Assessments:</p> <ol style="list-style-type: none"> 1. Reading text and answers questions on Tawheed. 2. Reading text and answers questions on Ar-Risalah. 3. Writing the important story related to the 	<p>Skills covered:</p> <p>Thinking, reading, writing, listening, speaking</p> <p>Continuous Assessments:</p> <ol style="list-style-type: none"> 1. Reading text and answers questions on Taharah. 2. Reading text and answers questions on Taharah – cleaned clothes. 	<p>Continuous Assessments:</p> <ol style="list-style-type: none"> 1. Reading text and answers questions on Here-after. 2. Reading text and answers questions on performing Salah. 3. Salah practical. 	<p>Thinking, reading, writing, listening, speaking</p> <p>Continuous Assessments:</p> <p>Assessments</p> <ol style="list-style-type: none"> 1. Reading text and answers questions on Ramadhan. 2. Reading text and answers questions on fasting in Ramadhan. 3. Listing good deeds that may increase the rewards from Allah s.w.t. 	<p>Skills covered:</p> <p>Thinking, reading, writing, listening, speaking</p> <p>Continuous Assessments:</p> <ol style="list-style-type: none"> 1. Reading text and answers questions on Lying, gossiping, backbiting. 2. Reading text and answers questions on Zakah. 	<p>as</p> <p>The contributions of Prophet Ibraaheem to Muslims world nowadays.</p> <p>Skills covered:</p> <p>Thinking, reading, writing, listening, speaking</p> <p>Continuous Assessments:</p> <ol style="list-style-type: none"> 1. Reading text and answers questions on Haj. 2. Reading text and answers questions on Prophets Adam and Ibraaheem.
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	five prophets.					
Bahasa Malaysia	<u>Road safety</u> Skills covered: Listening Reading Writing Speaking Presentation Assessment points: Identify and write different types of sentences about road safety	<u>Smart consumer</u> Skills covered: Listening Reading Writing Speaking Presentation Assessment points: Individual presentation on the criteria of a smart consumer	<u>Knowledge</u> Skills covered: Listening Reading Writing Speaking Presentation Assessment points: Essay writing based on the picture.	<u>Idioms</u> Skills covered: Listening Reading Writing Speaking Presentation Assessment points: Essay writing using the correct format and include suitable idioms	<u>Excellent in the eyes of world</u> Skills covered: Listening Reading Writing Speaking Presentation Assessment points: Identify the different type of “kata” and make sentences.	<u>Greenness</u> Skills covered: Listening Reading Writing Speaking Presentation Assessment points: Reading comprehension and different type of :golongan kata”
Sejarah	<u>The Malay Kingdom</u> Skills covered: Listening, speaking, reading, writing, presentation Assessment points: Project work	<u>The Malay Kingdom</u> Skills covered: Listening, speaking, reading, writing, presentation Assessment points: Project work	<u>Parliamentary Democracy and the General Election Process</u> Skills covered: Listening, speaking, reading, writing, presentation Assessment points: Project	<u>Parliamentary Democracy and the General Election Process</u> Skills covered: Listening, speaking, reading, writing, presentation Assessment points: Project work	<u>The main Components of Malaysian Government Systems</u> Skills covered: Listening, speaking, reading, writing, presentation Assessment points: Project work	<u>The main Components of Malaysian Government Systems</u> Skills covered: Listening, speaking, reading, writing, presentation Assessment points: Project work



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			work			
Advanced Mandarin	<p><u>Charity heart</u></p> <p>Skills covered: Reading Writing</p> <p>Assessment points: 1. What is expand and narrow types of Hyperbole and parallelism 2. Make the sentences 3. Write a descriptive essay</p>	<p><u>Scientific Expedition</u></p> <p>Skills covered: Reading Writing</p> <p>Assessment points: 1. What is expository 2. Distinguish scientific language and impressive language 3. Write an expository essay</p>	<p><u>Inspirational articles</u></p> <p>Skills covered: Reading Writing Debate</p> <p>Assessment points: 1. Analysis the argumentative essay 2. Distinguish the reference argument and compare demonstration 3. Write an argumentative essay after debate</p>	<p><u>Historical figures</u></p> <p>Skills covered: Reading Writing</p> <p>Assessment points: 1. What is summary 2. Summary to 80 words 3. Summary two articles</p>	<p><u>Descriptive writing</u></p> <p>Skills covered: Writing</p> <p>Assessment points: 1. Analysis the descriptive writing skills 2. Presentation about a story using descriptive writing 3. Write a descriptive essay</p>	<p><u>Chinese culture</u></p> <p>Skills covered: Reading Writing</p> <p>Assessment points: 1. What is different festivals and celebrations 2. Presentation about a Chinese festival 3. Comprehension and essay writing</p>



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Intermediate Mandarin	<p><u>Describe your Body Parts</u></p> <p>Skills covered: Speaking Listening Reading Writing</p> <p>Assessment points: Write the words for body parts Describe your body parts Write my outward appearance</p>	<p><u>Describe Sicknesses</u></p> <p>Skills covered: Speaking Listening Reading Writing</p> <p>Assessment points: Identify the sickness through pictures Sentences making through keyword Write a MC to your teacher, stating your sickness.</p>	<p><u>Money & Currency</u> <u>Country</u></p> <p>Skills covered: Speaking Listening Reading Writing</p> <p>Assessment points: Label the currency Identify the value and the currency of some countries Build phrases to form sentences</p>	<p><u>Furniture</u></p> <p>Skills covered: Listening Reading Writing Speaking</p> <p>Assessment points: IGCSE speaking Paper 3 (role play cards) IGCSE Listening paper 1 IGCSE paper 2 Reading Comprehension</p>	<p><u>House Layout Plan</u></p> <p>Skills covered: Listening Speaking Reading Writing</p> <p>Assessment points: IGCSE Paper 2 Reading Comprehension IGCSE Paper 3 Speaking - topic presentation</p>	<p><u>Give Directions</u></p> <p>Skills covered: Listening Speaking Reading Writing</p> <p>Assessment points: IGCSE Paper 1 Listening Paper IGCSE Paper 4 Essay Writing</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>Skills covered: 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>Assessment points: Use a few/a little/many/much/ a lot of/ lots of, describe a young person's room</p>	<p>Skills covered: 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>Assessment points: Write short messages to thank/ explain/ apologise/ invite/ suggest. Predict what actually happened to Nadine.</p>	<p>Skills covered: 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>Assessment points: Use suitable phrases and vocabularies to make suggestions and reply politely to suggestions</p>	<p>Skills covered: 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>Assessment points: Spelling of comparative and superlative adjectives, listening activities (The northern pole of cold)</p>	<p>Skills covered: 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>Assessment points: Speaking activity- Adjectives to describe photos and personal experiences</p>	<p>Skills covered: 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>Assessment points: Choose the most suitable TV programmes for each group of people</p>



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PE	<p><u>Invasion Games</u></p> <p><u>Football</u></p> <p>Skills covered: Competition / Match play</p> <p>Passing, moving, Shooting. Dribbling, control, turning. Tactics of defending and attacking. Decision making. Spatial awareness. Games.</p> <p>Assessment points: Mastery of the range of skills learnt.</p> <p>Begin to plan and organise as a team (tactics)</p> <p>Begin to Identify ways of using skills and tactics to affect performance.</p>	<p><u>Fitness & Athletics</u></p> <p>Skills covered: Competition / Match play</p> <p>Sprints. Relays. Pace running. Jumps. Throws shot putt. Throws – javelin.</p> <p>Assessment points: Demonstrate the range of skills learnt with increased levels of confidence, accuracy and precision.</p>	<p><u>Aquatics</u></p> <p><u>Swimming</u></p> <p>Skills covered: Level D4 Introduction</p> <p>Body Rotations Sculling proficiency 50m freestyle 50m Backstroke Safe turns. Perform a dive.</p> <p>Assessment points: Begin to be able to demonstrate body rotations.</p> <p>Begin to demonstrate technique for 50m Freestyle.</p> <p>Begin to demonstrate technique for 50m Backstroke.</p>	<p><u>Invasion Games</u></p> <p><u>Basketball / Netball</u></p> <p>Skills covered: Competition / Match play</p> <p>Footwork Shooting (Lay up) Creating space. Attack and defence, positional awareness. Dribbling, beating an opponent. Decision making. Games.</p> <p>Assessment points: Mastery of the range of skills learnt.</p> <p>Begin to plan and organise as a team (tactics)</p> <p>Begin to Identify ways of using skills and tactics to affect performance.</p>	<p><u>Dance & Gymnastics</u></p> <p><u>Dance</u></p> <p>Skills covered: Development of:</p> <p>Levels Speed Expression Timing Control Fluency Choreographing</p> <p>Assessment points: Demonstrate the range of skills learnt with some level of confidence.</p> <p>Choreograph a routine and perform to an audience as part of a group.</p> <p>Control and use of props</p>	<p><u>Striking and Fielding</u></p> <p><u>Cricket / Rounders</u></p> <p>Skills covered: Competition / Match play</p> <p>Catching. Fielding. Bowling. Batting. Tactics through games.</p> <p>Assessment points: Mastery of the range of skills learnt.</p> <p>Begin to plan and organise as a team (tactics)</p> <p>Begin to Identify ways of using skills and tactics to affect performance.</p> <p>Begin to analyse strengths and weaknesses of an</p>
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	<p>Begin to analyse strengths and weaknesses of an opponent.</p>		<p>Begin to perform a range of dives.</p>	<p>Begin to analyse strengths and weaknesses of an opponent.</p> <p><u>Net / Wall Games</u></p> <p><u>Badminton /</u> <u>Volleyball /</u></p> <p>Skills covered: Competition / Match play</p> <p>Grip, serve. Clear shots. Drop shots, creating space. Net shots. Smash shot, attack.</p> <p>Assessment points:</p> <p>Mastery of the range of skills learnt.</p> <p>Begin to plan and organise as a team (doubles) (tactics)</p>		<p>opponent.</p>
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				<p>Begin to Identify ways of using skills and tactics to affect performance.</p> <p>Begin to analyse strengths and weaknesses of an opponent.</p>		
Music	<p><u>Melody writing and theory</u></p> <p>Skills covered: Composing Reviewing</p> <p>Assessment points: Write short melodic idea in key</p>	<p><u>Theme and Variations</u></p> <p>Skills covered: Performing Reviewing</p> <p>Assessment points: Create 3 variations of the theme</p>	<p><u>Bucket Drumming</u></p> <p>Skills covered: Performing Listening Reviewing</p> <p>Assessment points: Group performance for a drumming piece.</p>	<p><u>Tango</u></p> <p>Skills covered: Listening Composing Reviewing</p> <p>Assessment points: Composition in the style of a tango.</p>	<p><u>Ensemble performances (cover songs)</u></p> <p>Skills covered: Performing Composing Reviewing</p> <p>Assessment points: Perform in a class ensemble</p>	<p><u>Cover versions</u></p> <p>Skills covered: Performing Composing Reviewing</p> <p>Assessment points: Group performance of a popular song.</p>
Drama	<p><u>Improvisation and Characterisation</u></p> <p>Skills covered: Improvisation: spontaneity, readiness, creating</p>	<p><u>Persecution</u></p> <p>Skills covered: Non-naturalistic techniques inc. cross cutting, marking the</p>	<p><u>Script: Blood Brothers</u></p> <p>Skills covered: Annotating scripts: themes and motifs. Characterisation: backgrounds, objectives and motivation. Inference.</p>		<p><u>Contemporary Practitioners</u></p> <p>Skills covered: Current practices. Modern devising. Theatre Company</p>	<p><u>Working from stimuli: Being a Theatre Company</u></p> <p>Skills covered: Theatre practitioners</p>



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	<p>opportunities, collaboration, concentration. Characterisation: stereotypes, exploring movement and voice.</p> <p>Assessment points: Improvised group role-play performance.</p>	<p>moment, thought tracking and slow motion. Levels: status Proxemics to show character relations. Emphasis on empathy.</p> <p>Assessment points: Practical exploration of theme in class activities. Group performance on discrimination and its consequences using a variety of non-naturalistic techniques. Including music of their choice.</p>	<p>From page to stage. Symbolism. Status.</p> <p>Assessment points: Written analysis of practical exploration of a theme.</p> <p>Devised piece of theatre using themes and characters in the play as stimuli.</p>		<p>roles. Applying a variety of practices to own work. Naturalism Non-naturalism</p> <p>Assessment points: Research of chosen practitioner.</p> <p>Applying modern practices to a set stimulus to devise a performance.</p>	<p>Devising methods Collaboration Working from stimuli: imagination and resourcefulness Non-naturalistic vs. Naturalistic theatre Entrepreneurial theatre company skills</p> <p>Assessment points: Creating a theatre company name, concept and style and deciding on business roles within the group (i.e. sound effects, script writing).</p> <p>Devising and performing a group performance in line with their company concept and style.</p>
Art	<p><u>Drawing figures</u> <u>Anime style</u></p>	<p><u>Painting figures</u> <u>Anime style</u></p>	<p><u>Bugs and insects</u> <u>Drawing</u></p>	<p><u>Bugs and insects</u> <u>Drawing</u></p>	<p><u>Combine pop art project</u></p>	<p><u>Combine pop art project</u></p>



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	<p>Skills covered: figure drawing skill, body composition, body movement, angel</p> <p>Assessment points: produce manga drawing character</p> <p>Artist reference: Akira Toriyama</p>	<p>Skills covered: anime drawing techniques rendering watercolour techniques</p> <p>Assessment points: produce manga painting artwork</p> <p>Artist reference: Akira Toriyama</p>	<p>Skills covered: grid drawing, composition, shading analytical drawing</p> <p>Assessment points: to produce simple bugs drawing</p> <p>Artist reference: Thefloralfoxart@Amy Rose</p>	<p>Skills covered: bugs drawing watercolor painting acrylic painting</p> <p>Assessment points: to produce simple bugs painting</p> <p>Artist reference: Thefloralfoxart@Amy Rose</p>	<p>Skills covered: Pop art artist research pop art drawing composition observational drawing</p> <p>Assessment points: to produce simple Pop Art drawing</p> <p>Artist reference: Roy Lichtenstein and Andy Warhol</p>	<p>Skills covered: Pop art artist research pop art drawing acrylic painting skill sharp edges skill mix media techniques</p> <p>Assessment points: to produce simple Pop Art drawi</p> <p>Artist reference: Roy Lichtenstein and Andy Warhol</p>
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