



## 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> <b>(6 weeks)</b></p> <p><b>Skills: Reading</b></p> <p>Recognise conventions and evaluate viewpoints, themes and purpose in a text</p> <p>Explore the range of different ways writers use layout, form, presentation and verbal language in an advertisement</p> <p>Give an informed personal response to a text and provide some textual reference in support</p> <p><b>Assessment:</b></p>	<p>Continue: <u>Novel: 'The Other Side of Truth' by Beverly Naidoo</u></p> <p>Non-Fiction <u>Report writing/Research</u> <b>(6 weeks)</b></p> <p><b>Skills: Reading &amp; Writing</b></p> <p>Demonstrate understanding of features of non-fiction texts by explaining and developing these features in their own discussion and writing</p> <p>Select and develop content and use</p>	<p>Continue: <u>Non-Fiction Report writing/Research</u></p> <p>Fiction <u>Novel 'Hatchet'</u> <b>(6 weeks)</b></p> <p><b>Skills: Reading</b> <u>(begin 28/1 and continue 11/2)</u></p> <p>Demonstrate understanding of explicit meaning in texts</p> <p>Explain, comment on and analyse the way writers use stylistic and other features of language and structure in texts</p>	<p>Continue: <u>Fiction Novel 'Hatchet'</u></p> <p>Film study- <u>understanding cinematography</u> <b>(6 weeks)</b></p> <p><b>Skills- Reading and writing</b></p> <p>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>Continue: <u>Film study- understanding cinematography</u></p> <p>Revision <b>(4 weeks – 2 are 2 day weeks)</b></p> <p><b>Skills: Reading and writing</b></p> <p>Revise punctuation, language, grammar, vocabulary, PEA, TEXC, essay structure and prepare for tests. (Assessment 10/6 - 21/6)</p>	<p><u>Poetry</u> <b>(5 weeks)</b></p> <p><b>Skills: Reading and writing</b></p> <p>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 :</b> Students will write a</p>



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	<p>Students will analyse an advertisement and write an essay 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> <b>(6 weeks)</b></p> <p><b>Skills: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 :</b> Students will analyse two characters from the novel and explain, using the PEA paragraph structure, how the author presents the</p>	<p>register and language appropriate to genre, purpose and audience.</p> <p><b>Assessment:</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><b>Assessment :</b> Students will analyse two aspects from the novel (plot, setting, characters, theme or language) and explain, using the TEXC paragraph structure, how the author presents the chosen aspects. Students will create a new novel cover constructing a static image.</p>	<p><b>Assessment :</b> Students will complete an extended essay analysing techniques of the film and then write the first chapter of the next movie.</p>	<p>poem using appropriate language features.</p>
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	<p>characters including language devices, dialogue and actions.</p> <p>Weeks 7- 12 (3/11- 11/12 public holiday)</p>					
<b>Maths</b>	<p><u>Numbers &amp; Calculation</u><sup>1</sup></p> <p>Skills covered:</p> <ul style="list-style-type: none"> <li>• <b>4 basic operations</b></li> <li>• <b>Decimals Integers</b></li> <li>• <b>4 basic operations involving integers</b></li> <li>• <b>Combined operations</b></li> </ul> <p>Assessment point: <b>Direct questions on basic operations, integers and word problems.</b></p> <p><u>Expressions</u></p> <p>Skills covered:</p> <ul style="list-style-type: none"> <li>• <b>Writing</b></li> </ul>	<p><u>Length, Mass &amp; Capacity</u></p> <p>Skills covered:</p> <ul style="list-style-type: none"> <li>• <b>Length</b></li> <li>• <b>Mass</b></li> <li>• <b>Capacity</b></li> <li>• <b>Reading scales</b></li> </ul> <p>Assessment point: <b>Unit conversion, identifying the appropriate units for measurements.</b></p> <p><u>Numbers &amp; Calculation</u><sup>2</sup></p> <p>Skills covered:</p> <ul style="list-style-type: none"> <li>• <b>Multiples &amp; Factors</b></li> <li>• <b>Divisibility test</b></li> <li>• <b>Square, Cube</b></li> </ul>	<p><u>Fractions</u></p> <p>Skills covered:</p> <ul style="list-style-type: none"> <li>• <b>4 basic operations involving fractions</b></li> <li>• <b>Equivalent fractions</b></li> <li>• <b>Problem solving</b></li> </ul> <p>Assessment point: <b>Fraction operations</b></p> <p><u>Equations &amp; Formulae</u></p> <p>Skills covered:</p> <ul style="list-style-type: none"> <li>• <b>Substitution into expressions</b></li> <li>• <b>Writing formulae</b></li> <li>• <b>Solving equations</b></li> </ul> <p>Assessment point: <b>Substitution, rearrange the subject and solving equations.</b></p>	<p><u>Fractions and decimals</u></p> <p>Skills covered:</p> <ul style="list-style-type: none"> <li>• <b>Ordering decimals</b></li> <li>• <b>Decimal operation</b></li> <li>• <b>Fraction and decimal relation</b></li> </ul> <p>Assessment point: <b>FDP relations.</b></p> <p><u>Times and rates of change(graphs)</u></p> <p>Skills covered:</p> <ul style="list-style-type: none"> <li>• <b>plotting point</b></li> <li>• <b>interpreting graphs</b></li> <li>• <b>drawing graphs</b></li> </ul> <p>Assessment point: <b>Real time graphs</b></p> <p><u>Presenting data and interpreting results</u></p>	<p><u>Fractions, decimals and percentage</u></p> <p>Skills covered:</p> <ul style="list-style-type: none"> <li>• <b>Equivalent fractions, percentages and decimal</b></li> <li>• <b>percentage increase and decrease</b></li> </ul> <p>Assessment point: <b>Word problems on FDP</b></p> <p><u>Sequences, functions and graphs</u></p> <p>Skills covered:</p> <ul style="list-style-type: none"> <li>• <b>rules of sequences</b></li> <li>• <b>the nth term</b></li> <li>• <b>linear graphs</b></li> </ul> <p>Assessment point: <b>Term to term rule and position to term rule</b></p>	<p><u>Ratio and proportion</u></p> <p>Skills covered:</p> <ul style="list-style-type: none"> <li>• <b>Ratio</b></li> <li>• <b>proportion</b></li> </ul> <p>Assessment point: <b>Word problems on ratio and proportion</b></p> <p>Area, perimeter and volume</p> <p>Skills covered:</p> <ul style="list-style-type: none"> <li>• <b>surface area</b></li> <li>• <b>volume</b></li> <li>• <b>perimeter (2D and 3D shapes)</b></li> </ul> <p>Assessment point: <b>Word problems on area and volume by using the formula.</b></p>



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	<p><b>expressions</b></p> <ul style="list-style-type: none"> <li>● <b>Simplifying expression</b></li> <li>● <b>Expanding brackets</b></li> </ul> <p>Assessment point: <b>Solving expressions, expanding brackets and simplifying.</b></p> <p><u>Shape and construction</u></p> <p>Skills covered:</p> <ul style="list-style-type: none"> <li>● <b>Lines and angles</b></li> <li>● <b>Measuring angles</b></li> <li>● <b>Properties of triangles and quadrilaterals</b></li> <li>● <b>Polygons and solid shapes</b></li> </ul> <p>Assessment point: <b>Constructions of triangles and quadrilateral.</b></p>	<p><b>&amp; roots</b></p> <ul style="list-style-type: none"> <li>● <b>LCM &amp; HCF</b></li> </ul> <p>Assessment point: <b>Number property of multiples, square, cube and factor.</b></p> <p><u>Planning, Collecting and processing data</u></p> <p>Skills covered:</p> <ul style="list-style-type: none"> <li>● <b>Types of data</b></li> <li>● <b>Two-way table</b></li> <li>● <b>Averages and ranges</b></li> </ul> <p>Assessment point: <b>Primary, secondary and averages</b></p>	<p><u>Geometry</u></p> <p>Skills covered:</p> <ul style="list-style-type: none"> <li>● <b>Angles</b></li> <li>● <b>Coordinates</b></li> </ul> <p>Assessment point: <b>Angles property</b></p> <p><u>Decimals</u></p> <p>Skills covered:</p> <ul style="list-style-type: none"> <li>● <b>Equivalent fractions and decimals</b></li> <li>● <b>4 basic operations involving decimals</b></li> </ul> <p>Assessment point: <b>FD their operations</b></p>	<p>Skills covered:</p> <ul style="list-style-type: none"> <li>● <b>Line charts</b></li> <li>● <b>Histograms</b></li> <li>● <b>Stems and leaf</b></li> </ul> <p>Assessment point: <b>Interpret result from different diagrams.</b></p>	<p><u>Transformations</u></p> <p>Skills covered:</p> <ul style="list-style-type: none"> <li>● <b>All type of transformations</b></li> <li>● <b>Scale drawing</b></li> </ul> <p>Assessment point: <b>multiple transformations word problems</b></p>	<p><u>Probability</u></p> <p>Skills covered:</p> <ul style="list-style-type: none"> <li>● <b>Idea of probability</b></li> <li>● <b>Experimental probability</b></li> </ul> <p>Assessment point: <b>Basic probability questions.</b></p>
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<b>Science</b>	<p><u>Plants</u></p> <p>Skills covered:</p> <ul style="list-style-type: none"> <li>Leaves, stems, and roots</li> </ul> <p>Experiments:</p> <ul style="list-style-type: none"> <li>None</li> </ul> <p>Assessment point:</p> <p><b>Topical questions</b></p>	<p><u>States of matter</u></p> <p>Skills covered:</p> <ul style="list-style-type: none"> <li>Particle theory</li> <li>Changes of state</li> <li>Dissolving</li> </ul> <p>Experiments:</p> <ul style="list-style-type: none"> <li>None</li> </ul> <p>Assessment point:</p> <p><b>Topical questions</b></p>	<p><u>Living things in their environment</u></p> <p>Skills covered:</p> <ul style="list-style-type: none"> <li>Habitats</li> <li>Food chains</li> <li>Changing the planets</li> <li>Obtaining energy</li> </ul> <p>Experiments:</p> <ul style="list-style-type: none"> <li>None</li> </ul> <p>Assessment point:</p> <p><b>Topical questions</b></p>	<p><u>Energy</u></p> <p>Skills covered:</p> <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> <p>Experiments:</p> <ul style="list-style-type: none"> <li>Energy (fuel) investigation</li> </ul> <p>Assessment point:</p> <p><b>Topical questions</b></p>	<p><u>Variation and classification</u></p> <p>Skills covered:</p> <ul style="list-style-type: none"> <li>Variation</li> <li>Species</li> <li>Classification</li> <li>Vertebrates</li> </ul> <p>Experiments:</p> <ul style="list-style-type: none"> <li>Investigating continuous and discontinuous variation</li> </ul> <p>Assessment point:</p> <p><b>Topical questions</b></p>	<p><u>The Earth and beyond</u></p> <p>Skills covered:</p> <ul style="list-style-type: none"> <li>Day and night</li> <li>Seasons</li> <li>Stars</li> <li>Solar system</li> </ul> <p>Experiments:</p> <ul style="list-style-type: none"> <li>Sun distance and temperature investigation</li> <li>DIY constellation</li> </ul> <p>Assessment point:</p> <p><b>Checkpoint questions, Progression Test</b></p>
	<p><u>Humans</u></p> <p>Skills covered:</p> <ul style="list-style-type: none"> <li>Human skeleton</li> <li>Muscles and movement</li> <li>Organ systems</li> </ul> <p>Experiments:</p> <ul style="list-style-type: none"> <li>Making an elbow joint model</li> </ul> <p>Assessment point:</p> <p><b>Topical questions</b></p>	<p><u>Material properties</u></p> <p>Skills covered:</p> <ul style="list-style-type: none"> <li>Elements</li> <li>Metals and non-metals</li> <li>Material properties</li> </ul> <p>Experiments:</p> <ul style="list-style-type: none"> <li>None</li> </ul> <p>Assessment point:</p> <p><b>Checkpoint questions</b></p>	<p><u>Material changes</u></p> <p>Skills covered:</p> <ul style="list-style-type: none"> <li>Acids and alkalis</li> <li>pH scales and indicator</li> <li>Neutralisation</li> </ul> <p>Experiments:</p> <ul style="list-style-type: none"> <li>Making</li> </ul>	<p><u>The earth</u></p> <p>Skills covered:</p> <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>		
	<p><u>Cells and organisms</u></p>					



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	<p><i>Skills covered:</i></p> <ul style="list-style-type: none"> <li>● <b>Characteristics of living things</b></li> <li>● <b>Microbes</b></li> <li>● <b>Plants and animal cells</b></li> <li>● <b>Specialised cells</b></li> <li>● <b>Tissues and organs</b></li> </ul> <p><i>Experiments:</i></p> <ul style="list-style-type: none"> <li>● <b>Making a 3D model of an animal cell and a plant cell</b></li> </ul> <p><i>Assessment point:</i> <b>Checkpoint questions</b></p>	<p><i>Forces</i></p> <p><i>Skills covered:</i></p> <ul style="list-style-type: none"> <li>● <b>Forces</b></li> <li>● <b>Balanced forces</b></li> <li>● <b>Types of forces</b></li> </ul> <p><i>Experiments:</i></p> <ul style="list-style-type: none"> <li>● <b>Investigating friction (smooth/rough surfaces)</b></li> <li>● <b>Investigating water upthrust (Water displacement)</b></li> </ul> <p><i>Assessment point:</i> <b>Topical questions</b></p>	<p><b>homemade indicators (Purple Cabbage)</b></p> <ul style="list-style-type: none"> <li>● <b>Neutralisation experiment (Acid+Alkali/Universal Indicator)</b></li> <li>● <b>Rainbow experiment</b></li> </ul> <p><i>Assessment point:</i> <b>Topical questions</b></p>		<p><i>Experiments:</i></p> <ul style="list-style-type: none"> <li>● <b>Making an Earth Structure Model</b></li> <li>● <b>DIY Geode</b></li> </ul> <p><i>Assessment point:</i> <b>Topical questions</b></p>	
<b>Mandarin Advanced</b>	<p><u><i>Describe a people</i></u></p> <p>Skill covered:</p> <ul style="list-style-type: none"> <li>● <b>Reading</b></li> <li>● <b>Writing</b></li> <li>● <b>Listening</b></li> <li>● <b>Speaking</b></li> </ul> <p>Assessment points: <b>Introduce one of your</b></p>	<p><u><i>My dreams</i></u></p> <p>Skill covered:</p> <ul style="list-style-type: none"> <li>● <b>Reading</b></li> <li>● <b>Writing</b></li> <li>● <b>Listening</b></li> <li>● <b>Speaking</b></li> </ul> <p>Assessment points: <b>Set your goal and list</b></p>	<p><u><i>Further study</i></u></p> <p>Skill covered:</p> <ul style="list-style-type: none"> <li>● <b>Reading</b></li> <li>● <b>Writing</b></li> <li>● <b>Listening</b></li> <li>● <b>Speaking</b></li> </ul> <p>Assessment points:</p>	<p><u><i>Chinese food</i></u></p> <p>Skill covered:</p> <ul style="list-style-type: none"> <li>● <b>Reading</b></li> <li>● <b>Writing</b></li> <li>● <b>Listening</b></li> <li>● <b>Speaking</b></li> </ul> <p>Assessment points: <b>Making Chinese</b></p>	<p><u><i>China Festival</i></u></p> <p>Skill covered:</p> <ul style="list-style-type: none"> <li>● <b>Reading</b></li> <li>● <b>Writing</b></li> <li>● <b>Listening</b></li> <li>● <b>Speaking</b></li> </ul> <p>Assessment points: <b>List the food match</b></p>	<p><u><i>Technology</i></u></p> <p>Skill covered:</p> <ul style="list-style-type: none"> <li>● <b>Reading</b></li> <li>● <b>Writing</b></li> <li>● <b>Listening</b></li> <li>● <b>Speaking</b></li> </ul> <p>Assessment points: <b>Speaking test: Your</b></p>



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	<p>family member or friend</p> <p>Use evidence to support your description</p> <p>Write a short essay about people descriptive task</p>	<p>how to achieve it</p> <p>Write an outline about your dreams</p> <p>Write an essay to introduce your dream</p>	<p>List the benefit of study away from home</p> <p>Set a study plan in China</p> <p>How to learn a language</p>	<p>food progress</p> <p>Introduce your favourite meal and reason</p> <p>Write an essay about how to eat healthy</p>	<p>with the festival</p> <p>List the bad effects and the preventive methods</p> <p>Introduce China traditional festival</p>	<p>favourite technology product</p> <p>List the benefit and effect from the technology</p> <p>Comprehension and essay writing</p>
<b>Intermediate Mandarin</b>	<p><u>Formal and Informal Greeting</u></p> <p><u>Skill Covered:</u> Reading Speaking Writing Listening</p> <p><u>Assessment Points:</u></p> <p>Role Play</p> <p>Matching</p> <p>Write the correct greeting</p>	<p><u>Write a portfolio about yourself</u></p> <p><u>Skill Covered:</u> Speaking Reading Writing Listening</p> <p><u>Assessment Points</u></p> <p>Role Play</p> <p>Introduce one's name and age</p>	<p><u>Write a Family member's portfolio</u></p> <p><u>Skill Covered:</u> Speaking Reading Writing Listening</p> <p><u>Assessment Points:</u></p> <p>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><u>Skill Covered:</u> Speaking Reading Writing listening</p> <p><u>Assessment Points:</u></p> <p>Question and Answer</p> <p>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><u>Skill Covered:</u> Speaking Reading Writing Listening</p> <p><u>Assessment Points:</u></p> <p>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><u>Skill Covered:</u> Speaking Reading Writing Listening</p> <p><u>Assessment Points:</u></p> <p>Label the places</p> <p>Matching the correct pin yin with character</p> <p>Build sentences</p>



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<b>Bahasa</b>	<p style="text-align: center;"><u>Keluargaan</u></p> <p><b>Skills</b></p> <p>Kemahiran mendengar, bertutur, membaca, menulis dan membuat pembentangan</p> <p><b>Assessment</b></p> <p>Sistem Bahasa- membina ayat lengkap</p>	<p style="text-align: center;"><u>Berhemah semasa berbelanja</u></p> <p><b>Skills</b></p> <p>Kemahiran mendengar, bertutur, membaca, menulis dan membuat pembentangan</p> <p><b>Assessment</b></p> <p>Pembentangan kerja berdasarkan tajuk</p>	<p style="text-align: center;">Hari pertama di sekolah menengah</p> <p><b>Skills</b></p> <p>Kemahiran mendengar, bertutur, membaca, menulis dan berlakon</p> <p><b>Assessment</b></p> <p>Penulisan – karangan jenis berformat</p>	<p style="text-align: center;"><u>Jiran Serantau</u></p> <p><b>Skills</b></p> <p>Kemahiran mendengar, bertutur, membaca, menulis dan berlakon</p> <p><b>Assessment</b></p> <p>menulis karangan dengan format dan gaya Bahasa yang tepat</p>	<p style="text-align: center;"><u>Wira Bangsa</u></p> <p><b>Skills</b></p> <p>Kemahiran mendengar, bertutur, membaca, menulis dan membuat pembentangan</p> <p><b>Assessment</b></p> <p>Sistem Bahasa- pelbagai jenis kata</p>	<p style="text-align: center;"><u>Budaya Membaca</u></p> <p><b>Skills</b></p> <p>Kemahiran mendengar, bertutur, membaca, menulis dan membuat pembentangan</p> <p><b>Assessment</b></p> <p>Sistem Bahasa- pelbagai jenis kata</p>
<b>History</b>	<p><u>Introduction to History and the Norman Conquest</u></p>	<p><u>The Peasants Revolt</u></p> <p><i>Skills covered:</i></p>	<p><u>How did the Tudors deal with their enemies?</u></p>	<p><u>The British Empire</u></p> <p><i>Skills taught:</i></p>	<p><u>Slave Trade (Experience of Slaves)</u></p> <p><i>Skills taught:</i></p>	<p><u>Topic: The Industrial Revolution</u></p> <p><i>Skills taught:</i></p>





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	<p><i>Skills covered:</i></p> <p><b>PEEL Paragraph Writing, Essay Writing, Prioritising Factors</b></p> <p><i>Assessment points:</i></p> <p><b>PEEL Paragraph 1 – Who was likely to win at Hastings?</b></p> <p><b>PEE Paragraph 2 – Why did William win at Hastings?</b></p> <p><b>Argument Essay – Why did William win at Hastings?</b></p>	<p><b>PEEL Paragraph Writing, Essay Writing, Prioritising Factors</b></p> <p><i>Assessment points:</i></p> <p><b>PEEL Paragraph 1 – Why did the Black Death help cause the Peasants Revolt?</b></p> <p><b>PEE Paragraph 2 – Why did the Poll Tax riots cause the revolt?</b></p> <p><b>Causation Essay - What caused the Peasants Revolt?</b></p>	<p><i>Skills taught:</i></p> <p><b>Source Analysis Skills</b></p> <p><i>Assessment points:</i></p> <p><b>Source Question 1 – What is the message of this source?</b></p> <p><b>Source Question 2 – How useful is this source?</b></p> <p><b>Tudors Source Analysis Assessment (All 3 Source Types)</b></p>	<p><b>Essay Writing Skills (Balanced Argument)</b></p> <p><i>Assessment points:</i></p> <p><b>PEEL Paragraph 1 – Was James Wolfe a hero of the British Empire?</b></p> <p><b>PEEL Paragraph 2 – Was Robert Clive a hero of the British Empire? X 2 PEEL</b></p> <p><b>Balanced Argument essay 2 - “The British achieved Queen Victoria’s aims in India” How far do you agree with this statement?</b></p>	<p><b>Source Skills</b></p> <p><i>Assessment points:</i></p> <p><b>Source Question 1 – Why was this source produced?</b></p> <p><b>Middle Passage Source Analysis – 3 Types of Sources</b></p> <p><b>Abolition Source Analysis Assessment – 3 Types of Sources</b></p>	<p><b>Source Skills</b></p> <p><i>Assessment points:</i></p> <p><b>Source Question 1 – What is the message of this source?</b></p> <p><b>Source Question 2 – Why was this source produced?</b></p> <p><b>Source Assessment – 3 different types of sources</b></p>
<b>Geography</b>	<u>Introduction to Geography</u>	<u>Ecosystems</u>	<u>Tourism</u>	<u>The UK</u>	<u>India</u>	<u>Brazil</u>



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	<p><u>Skills covered:</u> A01 Define key terms and learn to write geographically and descriptively, physical and human geography comparisons, where we are in the world.</p> <p><u>Assessment points:</u> 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><u>Skills Covered</u></p> <p>A01 Define key terms. Identify different ecosystems and describe plant adaptations in different ecosystems.</p> <p>A02 Analyse human impacts on ecosystems</p> <p><u>Assessment points:</u></p> <p>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><u>Skills covered:</u></p> <p>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><u>Assessment points:</u></p> <p>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><u>Skills covered:</u></p> <p>A01 Compare different regions in the UK. Describe human and physical features, compare urban and rural living in the UK</p> <p><u>Assessment points:</u></p> <p>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><u>Skills covered:</u></p> <p>A01 Compare different regions in India. Describe human and physical features, compare urban and rural living in India.</p> <p>A02 Analyse whether development has been good or bad for India</p> <p><u>Assessment points:</u></p> <p>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><u>Skills covered:</u></p> <p>A01 Compare different regions in Brazil. Describe human and physical features, compare urban and rural living in Brazil.</p> <p>A02 Analyse whether development has been good or bad for Brazil</p> <p><u>Assessment points:</u></p> <p>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><i>Skills covered:</i></p> <p><b>AO1: Knowledge And Understanding AO3: Analysis AO4: Evaluation</b></p> <p><i>Assessment points:</i></p> <p><b>Map mind of the factors of a successful entrepreneur</b></p> <p><b>Biography of an entrepreneur</b></p> <p><b>Group debate on which entrepreneur is the most successful</b></p>	<p><u>Being successful</u></p> <p><i>Skills covered:</i></p> <p><b>AO1: Knowledge And Understanding AO2: Application</b></p> <p><i>Assessment points:</i></p> <p><b>Mind map of different factors which make a business successful</b></p> <p><b>Produce a Kahoot game on business definitions</b></p> <p><b>Production of a board game</b></p>	<p><u>Budgeting and Personal Finance</u></p> <p><i>Skills covered:</i></p> <p><b>AO1: Knowledge And Understanding AO3: Analysis AO4: Evaluation</b></p> <p><i>Assessment point</i></p> <p><b>Plan and justify a personal spending list</b></p> <p><b>Complete a bank application form</b></p> <p><b>Presentation on which bank account to open for teenagers</b></p>	<p><u>Motivation</u></p> <p><i>Skills covered:</i></p> <p><b>AO1: Knowledge And Understanding AO3: Analysis AO4: Evaluation</b></p> <p><i>Assessment point</i></p> <p><b>Mind map of different ways in which people can be motivated to work</b></p> <p><b>Report on the consequences of different management styles</b></p> <p><b>Evaluation of a business manager's motivation techniques and suggestions for improvements</b></p>	<p><u>Holiday Destinations</u></p> <p><i>Skills covered:</i></p> <p><b>AO1: Knowledge And Understanding AO3: Analysis AO4: Evaluation</b></p> <p><i>Assessment point</i></p> <p><b>Complete the "An Amazing Vacation" Worksheet</b></p> <p><b>Mind map of why a tourist destination is popular</b></p> <p><b>Storyboard on eco tourism</b></p>	<p><u>Eco Tourism</u></p> <p><i>Skills covered:</i></p> <p><b>AO1: Knowledge And Understanding AO3: Analysis AO4: Evaluation</b></p> <p><i>Assessment point</i></p> <p><b>Market research on what consumers want for their holidays</b></p> <p><b>Poster / Leaflet to advertise the tourist destination</b></p> <p><b>Group video on marketing the new eco destination</b></p>
<b>ICT</b>	Presenting information	Researching	magazine_____	Data handling	Introduction to control	ICT in the real world



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	<p>Skills covered:</p> <ul style="list-style-type: none"> <li>• <b>Creating basic presentation</b></li> <li>• <b>Adding multimedia to the presentation.</b></li> <li>• <b>Refining same presentation for different audience.</b></li> </ul> <p>Assessment points: <b>Creating presentation on input and output devices</b></p>	<p><u>information</u></p> <p>Skills covered:</p> <ul style="list-style-type: none"> <li>• <b>Searching techniques.</b></li> <li>• <b>Checking the information.</b></li> <li>• <b>Designing magazine article.</b></li> <li>• <b>Creating the article using design software.</b></li> </ul> <p>Assessment points: <b>Creating PC World</b></p>	<p><u>Modelling</u></p> <p>Skills covered:</p> <ul style="list-style-type: none"> <li>• <b>Working with spreadsheet.</b></li> <li>• <b>Creating simple model using Excel software.</b></li> <li>• <b>Formatting, editing the sheet.</b></li> </ul> <p>Assessment points: <b>Creating an event budget</b></p>	<p>Skills covered:</p> <ul style="list-style-type: none"> <li>• <b>Creating a questionnaire</b></li> <li>• <b>Creating data structure.</b></li> <li>• <b>Creating new information from data.</b></li> <li>• <b>Reaching conclusion from data.</b></li> </ul> <p>Assessment points: <b>Creating a questionnaire for any research</b></p>	<p>Skills covered:</p> <ul style="list-style-type: none"> <li>• <b>Learning flowcharts.</b></li> <li>• <b>Using repeating loops in flowcharts</b></li> <li>• <b>Working with variables.</b></li> </ul> <p>Assessment points: <b>Draw a flowchart based on the system given.</b></p>	<p>Skills covered:</p> <ul style="list-style-type: none"> <li>• <b>Using email and other communication methods.</b></li> <li>• <b>Internet Safety.</b></li> </ul> <p>Assessment points: <b>-Attaching file using email</b> <b>-Creating a poster of internet safety</b></p>
<b>ART</b>	<p><i>Landscape drawing</i></p> <p><i>Skill covered:</i> <b>drawing, shading and composition</b></p> <p><i>Artist reference:</i> <b>Vincent Van Goth</b></p> <p><i>assessment point</i> <b>to finish one landscape drawing</b></p>	<p><i>Artist Study: Andy Warhol</i></p> <p><i>Skill covered :</i> <b>hand control, idea development colour mixing (primary secondary colours)</b></p> <p><i>Artist reference:</i> <b>Andy Warhol</b></p> <p><i>assessment point</i> <b>to finish one Pop Art painting</b></p>	<p><i>Wayang kulit craft</i></p> <p><i>skill covered:</i> <b>Character design, figure drawing</b></p> <p><i>Artist reference:</i> <b>Comic books/Manga art</b></p> <p><i>assessment point</i> <b>to finish their wayang kulit character drawing</b></p>	<p><i>Wayang kulit craft</i></p> <p><i>skill covered :</i> <b>Cutting , carving and painting the wayang kulit character</b></p> <p><i>Artist reference:</i> <b>Comic books/Manga art</b></p> <p><i>assessment point</i> <b>to cut out and color</b></p>	<p><i>Diorama project:</i> <b>Seascape</b></p> <p><i>skill covered :</i> <b>design and drawing</b></p> <p><i>Artist reference:</i> <b>Miranda Brandon</b></p> <p><i>assessment point</i> <b>to draw, design and colour their landscape</b></p>	<p><i>Diorama project:</i> <b>Seascape</b></p> <p><i>skill covered</i> <b>frame making, papier mache techniques</b></p> <p><i>Artist reference:</i> <b>Miranda Brandon</b></p> <p><i>assessment point</i> <b>to make a 3D model of their landscape</b></p>



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				their wayang kulit character		
<b>Music</b>	<p><u>Rhythm and Pitch</u></p> <p>Skills covered: <b>Composing</b> <b>Notation</b></p> <p>Assessment points: <b>Compose a short melody</b></p>	<p><u>Introduction to Composition</u></p> <p>Skills covered: <b>Composing</b> <b>Listening</b></p> <p>Assessment points: <b>Create a story compositions using tuned percussions.</b></p>	<p><u>Pachelbel's canon</u></p> <p>Skills covered: <b>Performing</b> <b>Listening</b></p> <p>Assessment points: <b>Play a keyboard piece individually</b></p>	<p><u>Folk Music</u></p> <p>Skills covered: <b>Performing</b> <b>Composing</b></p> <p>Assessment points: <b>Perform a piece as a class</b></p>	<p><u>Jabberwocky)</u></p> <p>Skills covered: <b>Composing</b> <b>Listening</b></p> <p>Assessment points: <b>Perform poem as a class</b></p>	<p><u>Blues and Gospel</u></p> <p>Skills covered: <b>Performing</b> <b>Reviewing</b></p> <p>Assessment points: <b>Perform Oh Happy day in a small groups</b></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 related stories.</p> <p>Prophet Adam – Prophet Salih.</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>Verse 1 – Verse 2</p> <p><u>Wudhu'</u></p> <p>The first important ritual before</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><b>Skills</b></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 Ramadhan? How to perform fasting? Recite the niyah of</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>The importance of zakah and how it</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 was sent down to the Earth from the Paradise.</p>



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		<p><i>performing salah.</i></p> <p><b>Skills</b></p> <p>Thinking, reading, writing, listening , speaking</p> <p><b>Continuous Assessments</b></p> <ol style="list-style-type: none"> <li>1. Fill in the blanks – keywords.</li> <li>2. Practical assessment – performing wudhu’</li> </ol>	<p>Thinking, reading, writing, listening , speaking</p> <p><b>Continuous Assessments</b></p> <ol style="list-style-type: none"> <li>1. Memorising and reciting Surah Al-Zalzalah.</li> <li>2. Practical assessment – performing salah</li> </ol>	<p><i>fasting.</i></p> <p><b>Skills</b></p> <p>Thinking, reading, writing, listening , speaking</p> <p><b>Continuous Assessments</b></p> <ol style="list-style-type: none"> <li>1. Writing a simple essay on the preparation of the daily breaking of fasting with their family.</li> <li>2. Written assessment on the niyah.</li> </ol>	<p><i>helps the poor and the needy to lead life.</i></p> <p><b>Skills</b></p> <p>Thinking, reading, writing, listening , speaking</p> <p><b>Continuous Assessments</b></p> <ol style="list-style-type: none"> <li>1. Verbal quizzes on lying gossiping &amp; backbiting.</li> <li>2. Fill in the blanks – the importance of zakah.</li> </ol>	<p><b>Skills</b></p> <p>Thinking, reading, writing, listening , speaking</p> <p><b>Continuous Assessments</b></p> <ol style="list-style-type: none"> <li>1. Written assessments on pillar of Islam.</li> <li>2. Quizzes on the history of Prophets Adam.</li> </ol>
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<b>PSHE/MORAL</b>	<p style="text-align: center; color: blue;">Self-development</p> <p>Topic:</p> <ol style="list-style-type: none"> <li>1. <b>Believe in God</b></li> <li>2. <b>Trust</b></li> <li>3. <b>Pride</b></li> <li>4. <b>Responsibility</b></li> <li>5. <b>High manner</b></li> <li>6. <b>Tolerance</b></li> </ol> <p>Skill:</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 style="text-align: center;"><b>Responsible</b></p>	<p style="text-align: center; color: blue;">Self-development</p> <p>Topic:</p> <ol style="list-style-type: none"> <li>1. <b>Independent</b></li> <li>2. <b>Hardworking</b></li> <li>3. <b>Affection</b></li> <li>4. <b>Justice</b></li> <li>5. <b>Rational</b></li> <li>6. <b>Simplicity</b></li> </ol> <p>Skill:</p> <p>Showing people a good manner 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 style="text-align: center;">Family</p> <p>Topic:</p> <ol style="list-style-type: none"> <li>1. <b>Love To Family</b></li> <li>2. <b>Respect to family members</b></li> </ol> <p>Skill:</p> <p>Just like the basic requirements, a human also has several emotional needs, the gratification of</p>	<p style="text-align: center;">Family</p> <p>Topic:</p> <ol style="list-style-type: none"> <li>1. <b>Keep the tradition of family</b></li> <li>2. <b>Responsibility towards family</b></li> </ol> <p>Skill:</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 style="text-align: center;">Nature</p> <p>Topic:</p> <ol style="list-style-type: none"> <li>1. <b>Love and respect nature</b></li> <li>2. <b>Harmony between humans and the environment</b></li> </ol> <p>Skill:</p> <p>We need to show our responsibility and love towards the nature, in order to save living habitat in the world.</p> <p style="text-align: center;"><b>Hardworking</b></p>	<p style="text-align: center;">Nature</p> <p>Topic:</p> <ol style="list-style-type: none"> <li>1. <b>Sustainability of nature</b></li> <li>2. <b>Balance retention towards environment</b></li> </ol> <p>Skill:</p> <p>Moral courage is the <a href="#">courage</a> to take action for <a href="#">moral</a> reasons despite the risk of adverse consequences.</p> <p>Courage is required to take action when</p>



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		<p><b>Mannerism</b></p>	<p>which is essential for mental as well as physical happiness. Everyone requires affection, understanding, and feeling of belonging, love, and so forth.</p> <p style="text-align: center;"><b>Affection</b></p>	<p><b>Tolerance</b></p>		<p>one has doubts or fears about the consequences. Moral courage therefore involves deliberation or careful thought.</p> <p style="text-align: center;"><b>Courage</b></p>
<b>SEJARAH</b>	<p>Prime Ministers in Malaysia</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>Assessment : Project work</p>	<p>Prime Ministers in Malaysia</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>Assessment : Project work</p>	<p>Oldest school in Malaysia</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> <li>3. Methodist Girls' School</li> </ol>	<p>Oldest school in Malaysia</p> <ol style="list-style-type: none"> <li>1. Malacca High School</li> <li>2. St. Thomas' Secondary School, Kuching</li> <li>3. St. Mary's School, Kuching</li> </ol> <p>Assessment : Project work Era</p>	<p>Pre Historic Era in Malaysia</p> <ol style="list-style-type: none"> <li>1. Paleolithic</li> <li>2. Mesolithic</li> </ol> <p>Assessment : Project work</p>	<p>Pre Historic Era in Malaysia</p> <ol style="list-style-type: none"> <li>1. Neolithic</li> <li>2. Metal age</li> </ol> <p>Assessment : Project work</p>





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			Assessment : Project work			
PE	<p><b><u>Invasion Games</u></b></p> <p><u>Football /</u></p> <p><b>Skills covered:</b> <b>Introduction</b></p> <p>Passing, moving, Shooting. Dribbling, control, turning. Principles of attack. Principles of defense. Games.</p> <p><b>Assessment points:</b></p> <p>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><b><u>Fitness &amp; Athletics</u></b></p> <p><b>Skills covered:</b> <b>Introduction</b></p> <p>Sprints. Relays. Pace running. Jumps. Throws shot putt. Throws – javelin.</p> <p><b>Assessment points:</b></p> <p>Beginning to demonstrate the range of skills learnt with confidence, accuracy and precision.</p>	<p><b><u>Aquatics</u></b></p> <p><u>Swimming</u></p> <p><b>Skills covered:</b> <b>Level D3</b> <b>Introduction.</b></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></p> <p>Begin to be able to demonstrate</p>	<p><b><u>Invasion Games</u></b></p> <p><u>Basketball / Netball / Dodgeball</u></p> <p><b>Skills covered:</b> <b>Introduction</b></p> <p>Passing, footwork. Dodging. Attack, shooting, creating space. Defence, positional awareness.</p> <p><b>Assessment points:</b></p> <p>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><b><u>Dance &amp; Gymnastics</u></b></p> <p><u>Dance</u></p> <p><b>Skills covered:</b> <b>Introduction</b></p> <p>Levels Speed Expression Timing choreograph a routine</p> <p><b>Assessment points:</b></p> <p>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><b><u>Striking and Fielding</u></b></p> <p><u>Cricket / Rounders</u></p> <p><b>Skills covered:</b> <b>Introduction</b></p> <p>Ball familiarisation and catching. Fielding. Bowling. Batting. Tactics through games.</p> <p><b>Assessment points:</b></p> <p>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>



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	<p>Beginning to understand the different roles within the sports.</p>		<p>sculling</p> <p>Demonstrate correct distance and technique for Freestyle.</p> <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><b><u>Net / Wall Games</u></b></p> <p><u>Badminton / Volleyball</u></p> <p><b>Skills covered:</b> <b>Introduction</b></p> <p>Grip, serve. Clear shots. Drop shots, creating space. Net shots. Smash shot, attack.</p> <p><b>Assessment points:</b></p> <p>Beginning to demonstrate the range of skills learnt with some level of confidence, accuracy and precision, as well as being able to adapt</p>	<p>Beginning to understand the different roles within the sports.</p>
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				to different situations.		
<b>Drama</b>	<p><u>Serious Fun/Intro to Drama</u></p> <p>Skills covered:  <b>Improvisation</b>  <b>Collaboration</b>  <b>Stage space</b>  <b>Roles in theatre</b>  <b>Theatre styles</b>  <b>Theatre terminology</b></p> <p>Assessment points:  <b>Improvised group role-play performance.</b></p>	<p><u>Pantomime</u></p> <p>Skills covered:  <b>Elements of pantomime theatre.</b>  <b>Exaggerated acting style.</b>  <b>Comedic humour.</b>  <b>Interacting with audience.</b>  <b>Victim versus villain</b>  <b>Set design.</b></p> <p>Assessment points:  <b>Design of flats/set.</b>  <b>Group pantomime performances with audience interaction.</b></p>	<p><u>Script: Ernie's Incredible Illucinations</u></p> <p>Skills covered:  <b>Elements of a script.</b>  <b>Dramatic reading</b>  <b>Characterisation</b>  <b>Status</b>  <b>Proxemics</b>  <b>Spatial awareness</b></p> <p>Assessment points:  <b>In groups, students create their own illucination scene using the main characters of the play.</b></p>	<p><u>The Pied Piper</u></p> <p>Skills covered:  <b>Folktales</b>  <b>Hot seating</b>  <b>Non-naturalistic techniques inc. synchronised movement and choral speaking.</b>  <b>Abstract and surreal theatre.</b>  <b>Collaboration</b></p> <p>Assessment points:  <b>Group performance creating their own version of the unknown final scene of The Pied Piper.</b></p>	<p><u>Production</u></p> <p>Skills covered:  <b>Working from a stimulus</b>  <b>Script memorising</b>  <b>Articulation</b>  <b>Projection</b>  <b>Spatial awareness</b>  <b>Using props</b>  <b>Collaboration</b></p> <p>Assessment points:  <b>To memorise lines and movements.</b>  <b>To rehearse and perform as a team.</b></p>	<p><u>Production</u></p> <p>Skills covered:  <b>Bring together all skills learnt during preparation for end of year production.</b>  <b>Collaboration.</b>  <b>Performance professionalism.</b></p> <p>Assessments:  <b>Performance.</b></p>
<b>EAL</b>	<p><u>Homes and habits</u></p> <p>Skills:  Read about living in a windmill/cave</p>	<p><u>Student days</u></p> <p>Skills:  Prepositions of time and place,</p>	<p><u>Fun time</u></p> <p>Skills:  Identify words to change, error</p>	<p><u>Our world</u></p> <p>Skills:  Discover the island of Borneo, write a</p>	<p><u>Feelings</u></p> <p>Skills:  Use the context to find missing words,</p>	<p><u>Leisure and fashion</u></p> <p>Skills:  Write a short message to say</p>



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	<p>home, read for gist and main points, identify target structures, write a email, countable and uncountable nouns, prepositions of time</p> <p><b>Assessment:</b> Use a few/a little/many/much/ a lot of/ lots of, describe a young person's room</p>	<p>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:</b> Write short messages to thank/ explain/ apologise/ invite/ suggest, Predict what actually happened to Nadine.</p>	<p>correction, describe free-time activities, verbs followed by to or -ing, identify a writer's purpose, describe free time activities</p> <p><b>Assessment:</b> Use suitable phrases and vocabularies to make suggestions and reply politely to suggestions</p>	<p>letter, use adjectives to describe photos of places, comparative and superlative adjectives, Vocabularies related to building and places</p> <p><b>Assessment:</b> Spelling of comparative and superlative adjectives, listening activities ( The northern pole of cold)</p>	<p>Cause and effect links, formal and informal expressions, use adjectives and prepositions / adjectives of emotion and their opposites</p> <p><b>Assessment:</b> Speaking activity- Adjectives to describe photos and personal experiences</p>	<p>thank you, vocabularies related to television programmes, going out, describe lost items, present perfect and past simple, since and for</p> <p><b>Assessment:</b> Choose the most suitable tv programmes for each group of people</p>
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