



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 (1 week)</u></p> <p><u>Half term A - Fiction Novel: ‘Of Mice and Men’ by John Steinbeck (6 weeks)</u></p> <p>Skills: 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</p>	<p><u>Two weeks of Assessment 12/11 to 23/11</u></p> <p><u>Half term B- Descriptive writing –The Fury (4 weeks)</u></p> <p>Skills 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</p>	<p><u>Preparation for and Mock exams (2 weeks)</u></p> <p><u>Non-Fiction Persuasive Writing ‘Don’t Get me Started’ (6 weeks)</u></p> <p>Skills: 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</p>	<p><u>Non-Fiction Persuasive Writing ‘Don’t Get me Started’ (6 weeks)</u></p> <p>Skills: 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 : Students will produce a</p>	<p><u>Checkpoint Preparation and revision (3 weeks)</u></p> <p>Skills: Reading & Writing Students will revise, analyse and practise reading and writing skills.</p> <p><u>Fiction Animal Farm (6 weeks)</u></p> <p>Skills: Reading Demonstrate understanding of implicit and explicit meaning in texts. Develop precise, perceptive analysis of how language is</p>	<p><u>Fiction Animal Farm (6 weeks)</u></p> <p>Skills: Reading Demonstrate understanding of implicit and explicit meaning in texts. Develop precise, perceptive analysis of how language is used.</p> <p>Assessment:: 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>and structure in texts.</p> <p>Assessment: 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? <u>Checkpoint preparation</u> (3 weeks)</p> <p>Skills: Reading & Writing Students will revise, analyse and practise reading and writing skills.</p> <p>Assessment: The mock checkpoint</p>	<p>sense of task, purpose and audience.</p> <p>Assessment: Using the appropriate register, language and theme students will write a 'continuation' narrative for the 'The Fury' Week 5-6</p>	<p>genre, purpose and audience</p> <p>Assessment : Students will produce a convincing, persuasive argument using different sentence types, punctuation and imagery for effect. Week 5-6</p> <p>Assessment 2 weeks (18/2 to 1/3)</p>	<p>convincing, persuasive argument using different sentence types, punctuation and imagery for effect.</p> <p>Assessment: The checkpoint exam is sometime after the Easter break.</p>	<p>used.</p> <p>Assessment:: 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>Revision</p> <p>Skills: Reading and Writing 2 weeks of revision and then 2 weeks of assessment</p> <p><u>War and Conflict</u> Poetry (5 weeks)</p> <p>Skills: 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</p>
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						<p>and grammatical features and their effects on different readers</p> <p>Assessment : 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>
Maths	<p><u>Fractions and indices</u></p> <p>Skills covered:</p> <ul style="list-style-type: none"> ● Working with fractions ● indices <p>Assessment points:</p> <p>Past year questions</p> <p><u>Expression and formulae</u></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><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:</p>	<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:</p> <p>Past year 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. 	<p><u>Trigonometry</u></p> <p>Skills covered:</p> <ul style="list-style-type: none"> ● SOH CAH TOA ● finding missing sides ● Finding angles ● Solve word problems <p>Assessment points:</p> <p>IGCSE past year questions.</p>



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	<p>Skills covered:</p> <ul style="list-style-type: none"> simplifying and indices algebraic fractions changing subject <p>Assessment points:</p> <p>Past year 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:</p> <p>Past year questions</p>	<p>Assessment points:</p> <p>Past year 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 tessellation <p>s</p> <p>Assessment points:</p> <p>Past year questions</p> <p><u>Ratio and proportion</u></p> <p>Skills covered:</p> <ul style="list-style-type: none"> simplifying and comparing ratios solving ratio problems direct proportion 	<p>Past year questions</p> <p><u>Transformations</u></p> <p>Skills covered:</p> <ul style="list-style-type: none"> Describing transformations Similar triangles <p>Assessment points:</p> <p>Past year questions</p> <p><u>Area, perimeter and volume</u></p> <p>Skills covered:</p> <ul style="list-style-type: none"> Circles Surface area of prisms and cylinder <p>Assessment points:</p> <p>Past year 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:</p> <p>Past year questions</p>	<ul style="list-style-type: none"> Solve complicated algebra questions. <p>Assessment points:</p> <p>IGCSE past year questions.</p>	
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		Assessment points: Past year questions				
Science	<p><u>Photosynthesis and plant growth</u></p> <p><i>Skills assessed:</i></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><i>Experiments:</i></p>	<p><u>Electrostatics and electric currents</u></p> <p><i>Skills assessed:</i></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. 	<p><u>Reactivity and rates of reaction</u></p> <p><i>Skills assessed:</i></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 	<p><u>Classification and Inheritance</u></p> <p><i>Skills assessed:</i></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><i>Experiments:</i></p> <ul style="list-style-type: none"> - Modelling Darwin's finches <p><i>Assessment points:</i></p> <p>Past year's questions</p> <p><u>Chemicals and</u></p>	<p><u>The energy crisis and human influence</u></p> <p><i>Skills assessed:</i></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><i>Experiments:</i></p> <ul style="list-style-type: none"> - Measuring wildlife population 	CONTINUE GCSE SYLLABUS



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	<p>-Measuring photosynthesis - Observing leaves under microscopes</p> <p><i>Assessment points:</i> Past year's questions</p> <p><u>Periodic table and preparing salts</u></p> <p><i>Skills assessed:</i></p> <ul style="list-style-type: none"> • Development of atomic theory. • 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. 	<ul style="list-style-type: none"> • Series circuits. • Parallel circuits. • Resistance. <p><i>Experiments:</i> -Van de Graaf Demo - Testing current in series and parallel circuits - Testing potential difference in series and parallel circuits</p> <p><i>Assessment points:</i> Past year's questions</p> <p><u>Sexual reproduction in flowering plants</u></p> <p><i>Skills assessed:</i></p> <ul style="list-style-type: none"> • Structure of flowering plants. • Gametes in plants. • Pollination. 	<p>extraction methods.</p> <ul style="list-style-type: none"> • Measuring rates of reaction. • Effect of concentration on rate of reaction. • Effect of particle size on rate of reaction. • Effect of a catalyst on rate of reaction. • Effect of temperature on rate of reaction. <p><i>Experiments:</i> - Displacement reactions - Burning magnesium - Effect of conc on rate of reaction - Effect of temp on rate of reaction - Testing catalysts</p> <p><i>Assessment points:</i> Past year's questions</p>	<p><u>thermal energy</u></p> <p><i>Skills assessed:</i></p> <ul style="list-style-type: none"> • Exothermic and endothermic reactions • Combustion • The fire triangle. • Comparing fuels. • Investigating endothermic reactions. • Respiration and photosynthesis • Endothermic phase changes. • Conduction. • Convection. • Radiation. • Investigating cooling by radiation. <p><i>Experiments:</i> - Endothermic and exothermic reactions - Comparing fuels - Testing conductivity - Convection demo</p> <p><i>Assessment points:</i></p>	<p><i>Assessment points:</i> Past year's questions</p> <p><u>Revision</u></p> <p><u>EXAM</u></p> <p><u>START IGCSE SYLLABUS</u></p>	
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	<p><i>Experiments:</i></p> <ul style="list-style-type: none"> - Preparation of a pure dry sample of a salt - Neutralisation - Reactions of metals with acids <p><i>Assessment points:</i></p> <p><i>Past year's questions</i></p>	<ul style="list-style-type: none"> ● Fertilisation in plants. ● Seed production. ● Mechanisms of seed dispersal. ● Reasons for seed dispersal. <p><i>Experiments:</i></p> <ul style="list-style-type: none"> - Flower dissection - Creating model sycamore seeds <p><i>Assessment points:</i></p> <p><i>Past year's questions</i></p>	<p><u>Moments,</u> <u>pressure and</u> <u>density</u></p> <p><i>Skills assessed:</i></p> <ul style="list-style-type: none"> ● Introducing levers. ● Introducing moments. ● Calculating moments. ● Calculating density of liquids. ● Calculating density of a gas. ● Introduction to concept of pressure. ● Pressure in liquids. ● Pressure in gases. <p><i>Experiments</i></p> <ul style="list-style-type: none"> - Balancing moments - Can crush demo <p><i>Assessment points:</i></p>	<p><i>Past year's questions</i></p>	
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			Past year's questions			
Mandarin Advanced	<p style="text-align: center;"><u>Chinese Culture</u></p> <p>Skill covered:</p> <p style="text-align: center;">Reading Writing Listening Speaking</p> <p>Assessment Points:</p> <ol style="list-style-type: none"> 1. What is Chinese food culture and dining culture 2. The effect of whole world food culture 3. Write an essay about the different culture about 80 birthday party between Western and China 	<p style="text-align: center;"><u>Education</u></p> <p>Skill covered:</p> <p style="text-align: center;">Reading Writing Listening Speaking</p> <p>Assessment Points:</p> <ol style="list-style-type: none"> 1. Distinguish international and local school education system 2. List the benefit between technology and traditional education 3. Letter writing about new school and new environment 	<p style="text-align: center;"><u>Food progress</u></p> <p>Skill covered:</p> <p style="text-align: center;">Reading Writing Listening Speaking</p> <p>Assessment Points:</p> <ol style="list-style-type: none"> 1. Fill in the missing part 2. List the step of making a food 3. Write a food progress essay 	<p style="text-align: center;"><u>Life style</u></p> <p>Skill covered:</p> <p style="text-align: center;">Reading Writing Listening Debate</p> <p>Assessment Points:</p> <ol style="list-style-type: none"> 1. List the benefit of inner beauty and external beauty 2. Debate about plastic surgery 3. Write a speech about we have to pay attention to the external beauty 	<p style="text-align: center;"><u>Camping</u></p> <p>Skill covered:</p> <p style="text-align: center;">Reading Writing Listening Speaking</p> <p>Assessment Points:</p> <ol style="list-style-type: none"> 1. List the benefit of camping 2. Set a planning for a camping(group work) 3. Letter writing: recommend yourself to apply the camping. 	<p style="text-align: center;"><u>Technology</u></p> <p>Skill covered:</p> <p style="text-align: center;">Reading Writing Listening Speaking</p> <p>Assessment Points:</p> <ol style="list-style-type: none"> 1. List the benefit of online shopping 2. Distinguish some online shop 3. Comprehension and essay writing



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Intermediate Mandarin	<p style="text-align: center;"><u>Describe your Body Parts</u></p> <p>Skill Covered: Speaking Listening Reading Writing</p> <p>Assessment Points: Write the words for body parts</p> <p>Describe your body parts</p> <p>Write my outward appearance</p>	<p style="text-align: center;"><u>Write a MC Sickness</u></p> <p>Skill Covered: Speaking Listening Reading Writing</p> <p>Assessment Points: Identify the sickness through pictures</p> <p>Sentences making through keyword</p> <p>Write a MC to your teacher, stating your sickness.</p>	<p style="text-align: center;"><u>Money & Currency Country</u></p> <p>Skill Covered: Speaking Listening Reading Writing</p> <p>Assessment Points Label the currency</p> <p>Identify the value and the currency of some countries</p> <p>Build phrases to form sentences</p>	<p style="text-align: center;"><u>Furniture</u></p> <p>Skill Covered: Listening Reading Writing Speaking</p> <p>Assessment Points: IGCSE speaking Paper 3 (role play cards)</p> <p>IGCSE Listening paper 1</p> <p>IGCSE paper 2 Reading Comprehension</p>	<p style="text-align: center;"><u>House Layout Plan</u></p> <p>Skill Covered: Listening Speaking Reading Writing</p> <p>Assessment Points: IGCSE Paper 2 Reading Comprehension</p> <p>IGCSE Paper 3 Speaking - topic presentation</p>	<p style="text-align: center;"><u>Give Direction</u></p> <p>Skill Covered: Listening Speaking Reading Writing</p> <p>Assessment Points: IGCSE Paper 1 Listening Paper</p> <p>IGCSE Paper 4 Essay Writing</p>
Bahasa	<p style="text-align: center;">ROAD SAFETY</p> <p>Skills Reading Writing</p>	<p style="text-align: center;">Pengguna Bijak</p> <p>Skills Kemahiran mendengar,</p>	<p style="text-align: center;">Laman ilmu</p> <p>Skills Kemahiran mendengar,</p>	<p style="text-align: center;">Perumpamaan</p> <p>Skills Kemahiran mendengar, bertutur,</p>	<p style="text-align: center;">Cemerlang Di Mata Dunia</p> <p>Skills Kemahiran mendengar, bertutur,</p>	<p style="text-align: center;">Dalam Kehijauan Khatulistiwa</p> <p>Skills Kemahiran mendengar,</p>



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	<p>Listening</p> <p>Speaking</p> <p>Assessment</p> <p>type of sentences</p>	<p>bertutur, membaca, menulis dan membuat pembentangan</p> <p>Assessment</p> <p>Pembentangan kerja berdasarkan tajuk</p>	<p>bertutur, membaca, menulis dan berlakon</p> <p>Assessment</p> <p>Penulisan – menulis karangan berdasarkan tajuk dengan format dan gaya Bahasa yang tepat.</p>	<p>membaca, menulis dan berlakon</p> <p>Assessment</p> <p>Penulisan – menulis karangan dengan format dan gaya Bahasa yang tepat</p>	<p>membaca, menulis dan membuat pembentangan</p> <p>Assessment</p> <p>Sistem Bahasa- pelbagai jenis kata</p>	<p>bertutur, membaca, menulis dan membuat pembentangan</p> <p>Assessment</p> <p>Sistem Bahasa- pelbagai jenis kata</p>
History	<p><u>What caused World War 2?</u></p> <p><i>Skills covered:</i> Essay Writing PEEL Paragraphs</p> <p><i>Assessment points:</i> Why was the Munich Agreement signed? PEEL</p>	<p><u>What was the most significant turning point of WW2?</u></p> <p><i>Skills covered:</i> Essay Skills (Significance – Prep for IGCSE Paper 4)</p> <p><i>Assessment points:</i> How significant was the Battle of Britain? Paragraph Was the Battle of</p>	<p><u>The Holocaust</u></p> <p><i>Skills covered:</i> Source Handling Skills</p> <p><i>Assessment points:</i> Source Analysis 1- Why was this source produced?</p>	<p><u>What was the most significant factor in the success of the Civil Rights movement?</u></p> <p><i>Skills covered:</i> Essay Skills (Significance – Prep for IGCSE Paper 4)</p> <p><i>Assessment points:</i> Why was Board v Brown significant? Paragraph</p>	<p><u>IGCSE Core Content KQ1: How fair were the treaties, 1919-23?</u></p> <p><i>Skills covered:</i> 6 mark explain 10 mark essay source skills</p> <p><i>Assessment points:</i> 6 mark – Why couldn't the Big 3 agree?</p>	<p><u>IGCSE Core Content KQ1: How fair were the treaties, 1919-23?</u></p> <p><i>Skills covered:</i> 6 mark explain 10 mark essay source skills</p> <p><i>Assessment points:</i> What is the message of this cartoon?</p>



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	<p><i>How justified was the policy of appeasement? PEEL</i></p> <p><i>“Appeasement was the main cause of WW2” How far do you agree? Essay</i></p>	<p><i>Stalingrad that significant for the allies? Paragraph</i></p> <p><i>What was the most significant turning point of World War 2? Significance Essay</i></p>	<p><i>Source Analysis 2 How useful is a source?</i></p> <p><i>Source Assessment on the Ghettos (3 Source Types)</i></p>	<p><i>How significant was Martin Luther King Jnr to the success of the Civil Rights movement? Paragraphs</i></p> <p><i>What was the most significant factor in the success of the Civil Rights movement? Significance Essay</i></p>	<p><i>10 mark essay – Who was most happy with the Treaty?</i></p> <p><i>IGCSE-style Paper 1 Assessment</i></p>	<p><i>Why was this source published?</i></p> <p><i>IGCSE-style Paper 2 Assessment</i></p>
Geography	<p><u>Population</u></p> <p><i>Skills covered: AO1 Define key terms, describe and explain patterns, changes & impacts. Short & long answers</i></p> <p><i>AO2 Skills and analysis</i></p> <p><i>Assessment points: Complete a long answer IGCSE question</i></p> <p><i>Complete a small quiz which will be peer and teacher assessed</i></p> <p><i>IGCSE Past Paper</i></p>	<p><u>Population</u></p> <p><i>Skills covered: AO1 Define key terms, describe and explain patterns, changes & impacts. Short & long answers</i></p> <p><i>AO2 Skills and analysis</i></p> <p><i>Assessment points: Complete a long answer IGCSE question</i></p> <p><i>Complete a small quiz which will be</i></p>	<p><u>Settlement</u></p> <p><i>Skills covered: AO1 Define key terms, describe and explain patterns, changes & impacts. Short & long answers.</i></p> <p><i>AO2 Skills and analysis</i></p> <p><i>Assessment points: Complete a long answer IGCSE question</i></p> <p><i>Complete a small quiz which will be peer and teacher assessed</i></p>	<p><u>Settlement</u></p> <p><i>Skills covered: AO1 Define key terms, describe and explain patterns, changes & impacts. Short & long answers.</i></p> <p><i>AO2 Skills and analysis</i></p> <p><i>Assessment points: Complete a long answer IGCSE question</i></p> <p><i>Complete a small quiz which will be peer and teacher assessed</i></p> <p><i>IGCSE Assessment</i></p>	<p><u>Migration</u></p> <p><i>Skills covered: AO1 Define key terms, describe and explain patterns, changes & impacts. Short & long answers.</i></p> <p><i>AO2 Skills and analysis</i></p> <p><i>AO3 Judgement and decision-making</i></p> <p><i>Assessment points: Complete a long answer IGCSE question</i></p> <p><i>Complete a small quiz which will be peer and</i></p>	<p><u>Penang Demographic Project / Revision Unit</u></p> <p><i>Skills covered: AO1 Define key terms, describe and explain patterns, changes & impacts. Short & long answers</i></p> <p><i>AO2 Skills and analysis</i></p> <p><i>AO3 Judgement and decision-making</i></p> <p><i>Assessment points: Penang Demographic Project Part 1</i></p> <p><i>Penang Demographic Project Part 2</i></p>



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	<i>Assessment</i>	<i>peer and teacher assessed</i>	<i>IGCSE Assessment</i>	<i>teacher assessed</i>	<i>IGCSE Assessment</i>	<i>End of Year IGCSE Assessment</i>
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</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</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</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</p> <p>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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	<i>business is the most successful</i>		<i>the running of businesses</i>	<i>cons of investing in shares</i>		
ICT	<u>Podcasting</u> Skills covered: <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. Assessment points: Creating a podcast based on the topic given	<u>Computer games</u> Skills covered: <ul style="list-style-type: none"> • Starting using Game Maker software. • Creating Digger game. Assessment points: Creating games	<u>Shape recognition</u> Skills covered: <ul style="list-style-type: none"> • Using programming language to create shapes. Assessment points: Complete the exercise given	<u>Creating social networking website</u> Skills covered: <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. Assessment points: Creating a business website	<u>Creating graphics</u> Skills covered: <ul style="list-style-type: none"> • Using graphic design software to create graphic symbols and logos. • Creating a Wiki Assessment points: Creating a symbol and logo for organization	<u>Security Systems</u> Skills covered: <ul style="list-style-type: none"> • Setting up control system • Testing the system Assessment points: Creating a planning for new system
ART	<u>Figure (drawing and painting)</u> <u>Anime style</u> <i>skill covered:</i> figure drawing skill, body composition, body movement, angel	<u>Comic Strip:</u> <u>Anime style</u> <i>skill covered:</i> anime drawing techniques rendering watercolour	<u>Bugs and insects</u> <u>Drawing</u> <i>skill covered :</i> grid drawing, composition, shading analytical drawing	<u>Bugs and insects</u> <u>Drawing</u> <i>skill covered :</i> bugs drawing watercolor painting acrylic painting	<u>Artist Study: Frida Kahlo</u> <i>skill covered:</i> Artist research on biography, inspiration composition painting	<u>Artist Study: Frida Kahlo</u> <i>skill covered:</i> Artist research on biography, inspiration composition painting mix media



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	<p>assessment point : produce manga drawing character</p> <p>artist reference : Akira Toriyama</p>	<p>techniques</p> <p>assessment point : produce manga style comic strip</p> <p>artist reference : Akira Toriyama, Junji Ito</p>	<p>assessment point : to produce simple bugs drawing</p> <p>artist reference : Thefloralfoxart@ Amy Rose</p>	<p>assessment point : to produce simple bugs painting</p> <p>artist reference : Thefloralfoxart@ Amy Rose</p>	<p>assessment point : to recreate one of Kahlo's pieces of artwork.</p> <p>artist reference : Frida Kahlo and Diego Rivera</p>	<p>techniques</p> <p>assessment point : to create your own Kahlo inspired artwork.</p> <p>artist reference : Frida Kahlo and Diego Rivera</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>kill: grid drawing, composition, shading</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>
ISLAMIC STUDIES	<u>Tawheed</u>	<u>Taharah</u>	artist reference: Thefloralfoxart@Amy	<u>Ramadhan Al</u>	<u>Lying, gossiping &</u>	<u>Haj</u>



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	<p><i>Believe that Allah is One, Supreme and nothing is like Him.</i></p> <p><i>The 20 essential attributes of Allah.</i></p> <p><i>Learn attributes 6-10.</i></p> <p><u>Surah Al-Ikhlās</u></p> <p><i>The meaning of the surah.</i></p> <p><i>Recite and write Verse 1 – Verse 2.</i></p> <p><u>Ar-Risalah (The Prophets)</u></p> <p><i>The names of 25 prophets and their related stories.</i></p> <p><i>Prophet Joseph – Prophet Moses/Aaron.</i></p> <p>Skills</p> <p>Thinking, reading, writing, listening ,</p>	<p><i>The importance of cleanliness in Islam – other basic taharah.</i></p> <p><i>Cleanliness of the clothes that we wear daily.</i></p> <p><u>Surah An-Nas</u></p> <p><i>Verse 5 – verse 6</i></p> <p><i>(Revise Verses 1-4)</i></p> <p>Skills</p> <p>Thinking, reading,</p>	<p><u>Mubarak</u></p> <p><i>The importance of this special holy month to Muslims.</i></p> <p><u>Fasting</u></p> <p><i>Observe the good deeds that may increase the rewards from Allah s.w.t. during fasting month.</i></p> <p>Skills</p> <p>Thinking, reading,</p>	<p><u>backbiting</u></p> <p><i>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.</i></p> <p><u>Zakah</u></p> <p><i>Zakah in different forms – not just money.</i></p> <p>Skills</p> <p>Thinking, reading,</p>	<p><i>One of the five pillars of Islam – why it is very important to every Muslims.</i></p> <p><u>Prophet Adam as</u></p> <p><i>To re-visit how Allah swt created the first man and how he was sent down to the Earth from the Paradise.</i></p> <p><u>Prophet Ibraaheem as</u></p> <p><i>The contributions of Prophet Ibraaheem to Muslims world nowadays.</i></p> <p>Skills</p> <p>Thinking, reading,</p>
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	<p>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 five prophets. 	<p>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>writing, listening , speaking</p> <p>Continuous 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>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>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.
PSHE/MORAL	<p>Peace and harmony</p> <p>Topic: <i>Live together</i></p>	<p>Peace and harmony</p> <p>Topic: Cooperative and</p>	<p>Respect</p> <p>Topic: <i>Show respect to</i></p>	<p>Justice</p> <p>Topic: Adopt a fair attitude</p>	<p>Honesty</p> <p>Topic: Show impartiality in</p>	<p>Cooperative</p> <p>Topic: <i>To Cooperate in</i></p>



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	<p><i>peacefully</i></p> <p>Skill: We should learn to respect one another and <i>live together peacefully</i> despite religious differences, sustainable development in the region.</p> <p style="text-align: center;">Mannerism</p>	<p>helping each other</p> <p>Skill: Cooperation is the process of groups working or acting together for common or mutual benefit, without expecting anything from anyone.</p> <p style="text-align: center;">Responsible</p>	<p><i>the other countries</i></p> <p>Skill: Each country is unique and shows respect in as many ways. Appreciate, honor and respect the rules in a social context.</p> <p style="text-align: center;">Affection</p>	<p>towards the community</p> <p>Skill: Fair action and making fair decisions towards the community regardless of race and religion.</p> <p style="text-align: center;">Courage</p>	<p>society / community</p> <p>Skill: impartiality or fairmindedness is a principle of justice that decisions should be based on objective criteria, rather than on the basis of bias, prejudice, or preferring the benefit to one person over another for improper reasons.</p> <p style="text-align: center;">Hardworking</p>	<p><i>activities within the community/ society</i></p> <p>Skill: Willingness to do something and working together as a team in order to contribute excellent outcome.</p> <p style="text-align: center;">Tolerance</p>
SEJARAH	<p>The Malay Kingdom</p> <p>Skills covered : Listening, speaking, reading, writing, presentation</p> <p>Assessment : Project work</p>	<p>The Malay Kingdom</p> <p>Skills covered : Listening, speaking, reading, writing, presentation</p>	<p>Parliamentary Democracy and the General Election Process</p> <p>Skills covered : Listening, speaking, reading, writing, presentation</p>	<p>Parliamentary Democracy and the General Election Process</p> <p>Skills covered : Listening, speaking, reading, writing, presentation</p>	<p>The main Components of Malaysian Government Systems</p> <p>Skills covered : Listening, speaking, reading, writing, presentation</p>	<p>The main Components of Malaysian Government Systems</p> <p>Skills covered : Listening, speaking, reading, writing,</p>



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		Assessment : Project work	Assessment : Project work	Assessment : Project work	Assessment : Project work	presentation Assessment : Project work
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:</p> <p>Mastery of the range of skills learnt.</p> <p>Begin to plan and organise as a team (tactics)</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:</p> <p>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:</p> <p>Begin to be able to demonstrate body rotations.</p> <p>Begin to demonstrate technique for 50m Freestyle.</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:</p> <p>Mastery of the range of skills learnt.</p> <p>Begin to plan and organise as a team (tactics)</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:</p> <p>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><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:</p> <p>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</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>		<p>Begin to demonstrate technique for 50m Backstroke.</p> <p>Begin to perform a range of dives.</p>	<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> <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>Control and use of props</p> <p>and tactics to affect performance.</p> <p>Begin to analyse strengths and weaknesses of an opponent.</p>
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				<p>Begin to plan and organise as a team (doubles) (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 opponent.</p>		
Drama	<p><u>Theatre Practitioners</u></p> <p><i>Skills covered:</i> History of fundamental practitioners. Practitioners' concepts. Applying a variety of practices to own work. Naturalism Non-naturalism</p> <p><i>Assessment points:</i> Choosing a practitioner and applying their</p>	<p><u>Persecution</u></p> <p><i>Skills covered:</i> Non-naturalistic techniques inc. cross cutting, marking the moment, thought tracking and slow motion. Levels: status Proxemics to show character relations. Emphasis on</p>	<p style="text-align: center;"><u>Script: Blood Brothers</u></p> <p><i>Skills covered:</i> Annotating scripts: themes and motifs. Characterisation: backgrounds, objectives and motivation. Inference. From page to stage. Symbolism. Status.</p> <p><i>Assessment points:</i> Written analysis of practical exploration of a theme.</p>	<p><u>Contemporary Practitioners</u></p> <p><i>Skills covered:</i> Current practices. Modern devising. Theatre Company roles. Applying a variety of practices to own work. Naturalism Non-naturalism</p> <p><i>Assessment points:</i></p>	<p><u>Working from stimuli: Being a Theatre Company</u></p> <p><i>Skills covered:</i> Theatre practitioners Devising methods Collaboration Working from stimuli: imagination and resourcefulness Non-naturalistic vs. Naturalistic theatre Entrepreneurial</p>	



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	<p><i>practices to a given scene.</i></p>	<p><i>empathy.</i></p> <p><i>Assessment points:</i></p> <p><i>Practical exploration of theme in class activities.</i></p> <p><i>Group performance on discrimination and its consequences using a variety of non-naturalistic techniques.</i></p> <p><i>Including music of their choice.</i></p>	<p><i>Devised piece of theatre using themes and characters in the play as stimuli.</i></p>		<p><i>Research of chosen practitioner.</i></p> <p><i>Applying modern practices to a set stimulus to devise a performance.</i></p>	<p><i>theatre company skills</i></p> <p><i>Assessment points:</i></p> <p><i>Creating a theatre company name, concept and style and deciding on business roles within the group (i.e. sound effects, script writing).</i></p> <p><i>Devising and performing a group performance in line with their company concept and style.</i></p>
EAL	<p>Homes and habits</p> <p>Skills: Read about living in a windmill/cave home, read for gist and main points, identify target structures, write an email, countable and uncountable</p>	<p>Student days</p> <p>Skills: Prepositions of time and place, past simple and past continuous, Compare the schedule of a Beijing teenager to the local kids,</p>	<p>Fun time</p> <p>Skills: Identify words to change, error correction, describe free-time activities, verbs followed by to or –ing, identify a writer’s purpose,</p>	<p>Our world</p> <p>Skills: Discover the island of Borneo, write a letter, use adjectives to describe photos of places, comparative and superlative adjectives, Vocabularies related to</p>	<p>Feelings</p> <p>Skills: Use the context to find missing words, Cause and effect links, formal and informal expressions, use adjectives and prepositions / adjectives of emotion</p>	<p>Leisure and fashion</p> <p>Skills: Write a short message to say thank you, vocabularies related to television programmes, going out, describe lost items, present</p>



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	<p>nouns, prepositions of time</p> <p>Assessment: Use a few/a little/many/much/ a lot of/ lots of, describe a young person's room</p>	<p>Listen for information about Nadine's trip to a town in Chile as an exchange student.</p> <p>Assessment: Write short messages to thank/ explain/ apologise/ invite/ suggest, Predict what actually happened to Nadine.</p>	<p>describe free time activities</p> <p>Assessment: Use suitable phrases and vocabularies to make suggestions and reply politely to suggestions</p>	<p>building and places</p> <p>Assessment: Spelling of comparative and superlative adjectives, listening activities (The northern pole of cold)</p>	<p>and their opposites</p> <p>Assessment: Speaking activity- Adjectives to describe photos and personal experiences</p>	<p>perfect and past simple, since and for</p> <p>Assessment: Choose the most suitable tv programmes for each group of people</p>
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