



## Straits International School. Year 7 Long Term Plan

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>Baseline Reading and Writing Papers</u> <u>Advertising analysis and creating</u></p> <p><b>Skills covered:</b> 7Ri.04 Use inference and deduction to recognise and explain implicit meanings. 7SLm.02 Shape talk for clarity and effect, and to engage the listener, in a range of familiar contexts. 7SLm.03 Use language to express concrete and abstract ideas and opinions in detail. *7SLm.04 Use non-verbal communication techniques to enhance meaning.</p> <p><b>Assessment points:</b> Students will create an advertisement for a</p>	<p><u>Non-Fiction Report writing/Research</u></p> <p><b>Skills covered:</b> *7Ri.02 Read and discuss a range of non-fiction text types.  7Wc.05 Write to express a personal viewpoint in fiction and non-fiction writing.  .7Wc.04 Create content to suit a specified audience.  7Wc.03 Use relevant features when writing for a chosen purpose.</p> <p><b>Assessment points:</b> Students will create a report on a famous person, animal, place or</p>	<p><u>Novel: 'Wonder'</u></p> <p><b>Skills covered:</b> <b>Reading:</b> 7Ri.04 Use inference and deduction to recognise and explain implicit meanings. 7Ri.09 Comment on the different ways in which writers convey themes and the impact on the reader. 7Ri.10 Begin to discuss how a writer combines different structural, linguistic and literary features for effect.</p> <p><b>Assessment</b></p>	<p><u>Film study- understanding cinematography</u></p> <p><b>Skills covered:</b> <b>Creation of texts</b> *7Ra.01 Enjoy reading a wide range of texts. 7Ra.02 Express personal responses to texts, including preferences and opinions, referring back to specific content. *7Ri.01 Read and discuss a range of fiction genres, poems and playscripts, including the contribution of any visual elements or multimedia.</p> <p><b>Assessment points:</b> Students will write a diary entry for one</p>	<p><u>Descriptive and Creative Writing</u></p> <p><b>Skills covered:</b> 7Wc.05 Write to express a personal viewpoint in fiction and non-fiction writing. 7Wc.06 Begin to develop distinctive voices, both personal and for different characters.</p> <p><b>Assessment points:</b> Students will craft a short story using language, structure and descriptions</p>	<p><u>Poetry</u></p> <p><b>Skills covered:</b> *7Ri.01 Read and discuss a range of fiction genres, poems and playscripts, including the contribution of any visual elements or multimedia.  7Ri.09 Comment on the different ways in which writers convey themes and the impact on the reader.  7Ri.07 Use a range of reading strategies to extract relevant information from a text, including annotation.</p> <p><b>Assessment points:</b> Students will write a number of poems</p>



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	<p>product and present their ideas to the class. Students will create a 2 paragraph response to a previously unseen advert.</p>	<p>organisation using the correct language and structural conventions.</p>	<p>Students will analyse two aspects of the novel and write an essay, using the PEA paragraph structure.</p>	<p>or more characters in the movie.  They will write an analytical response to the film techniques used to portray the character.</p>		<p>using appropriate language features.</p>
<b>Mathematics</b>	<p><u>Numbers &amp; Calculation 1</u></p> <p><b>Skills covered:</b></p> <ul style="list-style-type: none"> <li>* 4 basic operations</li> <li>* Decimals</li> <li>* Integers</li> <li>* 4 basic operations involving integers</li> <li>Combined operations</li> </ul> <p><b>Assessment points:</b></p> <p>Direct questions on basic operations, integers and word problems.</p> <p><u>Expressions</u></p> <p>Skills covered:</p> <ul style="list-style-type: none"> <li>* Writing expressions</li> <li>* Simplifying expression</li> <li>* Expanding brackets</li> </ul> <p><b>Assessment points:</b></p>	<p><u>Length, Mass &amp; Capacity</u></p> <p><b>Skills covered:</b></p> <ul style="list-style-type: none"> <li>• Length</li> <li>• Mass</li> <li>• Capacity</li> <li>• Reading scales</li> </ul> <p><b>Assessment points:</b></p> <p>Unit conversion, identifying the appropriate units for measurements.</p> <p><u>Numbers &amp; Calculation 2</u></p> <p><b>Skills covered:</b></p> <ul style="list-style-type: none"> <li>* Multiples &amp; Factors</li> <li>* Divisibility test</li> <li>* Square, Cube &amp; roots</li> <li>* LCM &amp; HCF</li> </ul>	<p><u>Fractions</u></p> <p><b>Skills covered:</b></p> <ul style="list-style-type: none"> <li>• 4 basic operations involving fractions</li> <li>• Equivalent fractions</li> <li>• Problem solving</li> </ul> <p><b>Assessment points:</b></p> <p>Fraction operations</p> <p><u>Equations &amp; Formulae</u></p> <p><b>Skills covered:</b></p> <ul style="list-style-type: none"> <li>• Substitution into expressions</li> <li>• Writing formulae</li> <li>• Solving equations</li> </ul> <p><b>Assessment points:</b></p> <p>Substitution, rearrange the subject and solving equations.</p>	<p><u>Fractions and decimals</u></p> <p><b>Skills covered:</b></p> <ul style="list-style-type: none"> <li>• Ordering decimals</li> <li>• Decimal operation</li> <li>• Fraction and decimal relation</li> </ul> <p><b>Assessment points:</b></p> <p>FDP relations.</p> <p><u>Times and rates of change (graphs)</u></p> <p><b>Skills covered:</b></p> <ul style="list-style-type: none"> <li>• plotting point</li> <li>• interpreting graphs</li> <li>• drawing graphs</li> </ul> <p><b>Assessment points:</b></p> <p>Real time graphs</p> <p><u>Presenting data and interpreting results</u></p>	<p><u>Fractions, decimals and percentage</u></p> <p><b>Skills covered:</b></p> <ul style="list-style-type: none"> <li>• Equivalent fractions, percentages and decimal</li> <li>• percentage increase and decrease</li> </ul> <p><b>Assessment points:</b></p> <p>Word problems on FDP</p> <p><u>Sequences, functions and graphs</u></p> <p><b>Skills covered:</b></p> <ul style="list-style-type: none"> <li>• rules of sequences</li> <li>• the nth term</li> <li>• linear graphs</li> </ul> <p><b>Assessment points:</b></p> <p>Term to term rule and position to term rule</p>	<p><u>Ratio and proportion</u></p> <p><b>Skills covered:</b></p> <ul style="list-style-type: none"> <li>• Ratio</li> <li>• proportion</li> </ul> <p><b>Assessment points:</b></p> <p>Word problems on ratio and proportion</p> <p><u>Area, perimeter and volume</u></p> <p><b>Skills covered:</b></p> <ul style="list-style-type: none"> <li>• surface area</li> <li>• volume</li> <li>• perimeter (2D and 3D shapes)</li> </ul> <p><b>Assessment points:</b></p> <p>Word problems on area and volume by using the formula.</p>



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	<p>Solving expressions, expanding brackets and simplifying.</p> <p><u>Shape and construction</u></p> <p><b>Skills covered:</b></p> <ul style="list-style-type: none"> <li>• Lines and angles</li> <li>• Measuring angles</li> <li>• Properties of triangles and quadrilaterals</li> <li>• Polygons and solid shapes</li> </ul> <p><b>Assessment points:</b> Constructions of triangles and quadrilateral.</p>	<p><b>Assessment points:</b> Number property of multiples, square, cube and factor.</p> <p><u>Planning, Collecting and processing data</u></p> <p><b>Skills covered:</b></p> <ul style="list-style-type: none"> <li>• Types of data</li> <li>• Two-way table</li> <li>• Averages and ranges</li> </ul> <p><b>Assessment points:</b> Primary, secondary and averages</p>	<p><u>Geometry</u></p> <p><b>Skills covered:</b></p> <ul style="list-style-type: none"> <li>• Angles</li> <li>• Coordinates</li> </ul> <p><b>Assessment points:</b> Angles property</p> <p><u>Decimals</u></p> <p><b>Skills covered:</b></p> <ul style="list-style-type: none"> <li>• Equivalent fractions and decimals</li> <li>• 4 basic operations involving decimals</li> </ul> <p><b>Assessment point:</b> FD their operations</p>	<p><b>Skills covered:</b></p> <ul style="list-style-type: none"> <li>• Line charts</li> <li>• Histograms</li> <li>• Stems and leaf</li> </ul> <p><b>Assessment points:</b> Interpret result from different diagrams.</p>	<p><u>Transformations</u></p> <p><b>Skills covered:</b></p> <ul style="list-style-type: none"> <li>• All type of transformations</li> <li>• Scale drawing</li> </ul> <p><b>Assessment points:</b> multiple transformations word problems</p>	<p><u>Probability</u></p> <p><b>Skills covered:</b></p> <ul style="list-style-type: none"> <li>• Idea of probability</li> <li>• Experimental probability</li> </ul> <p><b>Assessment points:</b> Basic probability questions.</p>
<b>Science</b>	<p><u>B1: Cells</u></p> <ul style="list-style-type: none"> <li>*Plant cells</li> <li>*Animal cells</li> <li>*Microscope</li> <li>*Specialised cells</li> <li>*Cells</li> <li>* Tissues and Organs</li> </ul>	<p><u>P1: Forces</u></p> <ul style="list-style-type: none"> <li>*Gravity ,</li> <li>*Weight and mass</li> <li>Formation of the Solar System</li> <li>*Movement in Space</li> <li>*Tides</li> </ul>	<p><u>B2 : Grouping and Identifying Organisms</u></p> <ul style="list-style-type: none"> <li>*Characteristics of living organism</li> <li>viruses</li> <li>*What is a species?</li> <li>*Living Keys</li> </ul>	<p><u>P2: Earth Physics</u></p> <ul style="list-style-type: none"> <li>*Sound Waves</li> <li>*Reflection of sound</li> <li>*Structure of Earth</li> <li>* Changes in the Earth</li> <li>*Solar and Lunar Eclipse</li> </ul>	<p><u>B3: Microorganism in the Environment</u></p> <ul style="list-style-type: none"> <li>*Microorganisms</li> <li>*Food chains and Food Webs</li> <li>*Microorganisms and decay</li> </ul>	<p><u>P3: Electricity</u></p> <ul style="list-style-type: none"> <li>*Flow of electricity</li> <li>*Electrical circuits</li> <li>measuring the flow of current</li> <li>conductors and insulators</li> </ul>



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	<p><b>Skills covered:</b> *To carry out the scientific enquiry, models and representations</p> <p><b>Experiments :</b> 1) Making a 3D model of an animal cell and a plant cell.  2) To experience using a microscope</p> <p><b>Assessment Points :</b> End of Unit test</p> <p><u>C1: Materials and their structure</u> *Solid, Liquid and gases *Changes of state *Explaining changes of state *Water cycle *Atoms, elements and the Periodic table</p>	<p>*Energy *Changes in Energy *Where does Energy go?</p> <p><b>Skills covered:</b> *Plan an investigation to test an idea. * To present models and representations. * Carrying out scientific enquiry , analysis, evaluation and conclusion</p> <p><b>Experiments:</b> 1) To Investigate the different amount of forces need to lift different objects</p> <p><b>Assessment Points :</b> End of term Exam / unit test</p>	<p>*Using Keys</p> <p><b>Skills covered:</b> *Evaluate topics using scientific understanding, *Discuss the impact science can have on the environment world wide</p> <p><b>Experiments:</b> NA</p> <p><b>Assessment Points:</b> End of Unit test</p> <p><u>C2: Properties of Materials</u> *Metals and Non Metals *Comparing metals and non metals, Metal Mixtures, *Using the properties of materials to separate mixtures *Acids and Alkalis</p>	<p><b>Skills covered:</b> *To Evaluate topics using scientific understanding, *To Discuss the impact science can have on the environment world wide</p> <p><b>Experiments:</b> NA</p> <p><b>Assessment Points :</b> End of term Exam / unit test</p>	<p>*Microorganisms in food webs</p> <p><b>Skills covered:</b> To be able to describe how science is used in different societies and industries and how it is used to research.</p> <p><b>Assessment Points :</b> End of Unit test</p> <p><b>Experiments:</b> NA</p> <p><u>C3: Changes to materials</u> *Simple chemical reactions *Neutralization *Investigating acid and alkalis *Detecting chemical reactions</p> <p><b>Skills covered:</b></p>	<p>*Adding and removing components</p> <p><b>Skills covered:</b> *Plan an investigation to test an idea. *To present models and representation. *Carrying out scientific enquiry , analysis, evaluation and conclusion</p> <p><b>Experiments :</b> 1. To build circuits with different components</p> <p><b>Assessment Points :</b> End of Unit test</p>
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	<p><b>Skills covered:</b> *To present models and representations *Carrying out scientific enquiry , analysis, evaluation and conclusion</p> <p><b>Experiments :</b> 1) To investigate the changes of state - evaporation and condensation .</p> <p><b>Assessment Points:</b> End of Unit test</p>		<p>*Indicators and pH scale</p> <p><b>Skills covered:</b> Plan an investigation, and collect and consider evidence.</p> <p><b>Experiment :</b> 1) To measure the pH of different acids and alkalis.</p> <p><b>Assessment Points:</b> End of Unit test</p>		<p>*Plan an investigation, and collect and consider evidence.</p> <p><b>Experiment :</b> 1) Neutralisation experiment (Acid+Alkali/ Universal Indicator) 3) Rainbow experiment</p> <p><b>Assessment Points :</b> End of Unit test</p>	
<b>Mandarin Advanced</b>	<p style="text-align: center;"><u>Describe a people</u></p> <p><b>Skills covered:</b> Reading Writing Listening Speaking</p> <p><b>Assessment points:</b> Introduce one of your family member or friend</p>	<p style="text-align: center;"><u>My dreams</u></p> <p><b>Skills covered:</b> Reading Writing Listening Speaking</p> <p><b>Assessment points:</b> Set your goal and list how to achieve it</p>	<p style="text-align: center;"><u>Further study</u></p> <p><b>Skills covered:</b> Reading Writing Listening Speaking</p> <p><b>Assessment points:</b></p>	<p style="text-align: center;"><u>Chinese food</u></p> <p><b>Skills covered:</b> Reading Writing Listening Speaking</p> <p><b>Assessment points:</b> Making Chinese food progress</p>	<p style="text-align: center;"><u>China Festival</u></p> <p><b>Skills covered:</b> Reading Writing Listening Speaking</p> <p><b>Assessment points:</b> List the food match with the festival</p>	<p style="text-align: center;"><u>Technology</u></p> <p><b>Skills covered:</b> Reading Writing Listening Speaking</p> <p><b>Assessment points:</b></p>



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	<p>Use evidence to support your description</p> <p>Write a short essay about people descriptive task</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>Introduce your favourite meal and reason</p> <p>Write an essay about how to eat healthy</p>	<p>List the bad effects and the preventive methods</p> <p>Introduce China traditional festival</p>	<p>Speaking test: Your 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><b>Skills Covered:</b> Reading Speaking Writing Listening</p> <p><b>Assessment Points:</b> Role Play</p> <p>Matching</p> <p>Write the correct greeting</p>	<p><u>Write a portfolio about yourself</u></p> <p><b>Skills Covered:</b> Speaking Reading Writing Listening</p> <p><b>Assessment Points</b> Role Play</p> <p>Introduce one's name and age</p>	<p><u>Write a Family member's portfolio</u></p> <p><b>Skills Covered:</b> Speaking Reading Writing Listening</p> <p><b>Assessment Points:</b> Role Play</p> <p>Introduce one's family members</p> <p>Label the family members</p>	<p><u>Apply Dates and Days in sentence</u></p> <p><b>Skills Covered:</b> Speaking Reading Writing listening</p> <p><b>Assessment Points:</b> 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><b>Skills Covered:</b> Speaking Reading Writing Listening</p> <p><b>Assessment Points:</b> Label the job</p> <p>Write the Pin Yin</p> <p>Matching the correct characters</p> <p>Build sentences</p>	<p><u>Link the Job and Place in a sentence</u></p> <p><b>Skills Covered:</b> Speaking Reading Writing Listening</p> <p><b>Assessment Points:</b> Label the places</p> <p>Matching the correct pin yin with character</p> <p>Build sentences</p>
<b>Bahasa</b>	<u>Keluargaan</u>	<u>Berhemah semasa berbelanja</u>	<u>Hari pertama di sekolah menegah</u>	<u>Jiran Serantau</u>	<u>Wira Bangsa</u>	<u>Budaya Membaca</u>



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	<p><b>Skills covered:</b></p> <p>Kemahiran mendengar, bertutur, membaca, menulis dan membuat pembentangan</p> <p><b>Assessment points:</b></p> <p>Sistem Bahasa-membina ayat lengkap</p>	<p><b>Skills covered:</b></p> <p>Kemahiran mendengar, bertutur, membaca, menulis dan membuat pembentangan</p> <p><b>Assessment points:</b></p> <p>Pembentangan kerja berdasarkan tajuk</p>	<p><b>Skills covered:</b></p> <p>Kemahiran mendengar, bertutur, membaca, menulis dan berlakon</p> <p><b>Assessment points:</b></p> <p>Penulisan – karangan jenis berformat</p>	<p><b>Skills covered:</b></p> <p>Kemahiran mendengar, bertutur, membaca, menulis dan berlakon</p> <p><b>Assessment points:</b></p> <p>menulis karangan dengan format dan gaya Bahasa yang tepat</p>	<p><b>Skills covered:</b></p> <p>Kemahiran mendengar, bertutur, membaca, menulis dan membuat pembentangan</p> <p><b>Assessment points:</b></p> <p>Sistem Bahasa-pelbagai jenis kata</p>	<p><b>Skills covered:</b></p> <p>Kemahiran mendengar, bertutur, membaca, menulis dan membuat pembentangan</p> <p><b>Assessment points:</b></p> <p>Sistem Bahasa-pelbagai jenis kata</p>
<b>History</b>	<p><u>Introduction to History / The Romans</u></p> <p><b>Skills covered:</b></p> <p><u>AO1 &amp; AO2</u> Define key terms and the use of 'PEEL' to answer questions in History To identify, understand and describe the birth of Rome, some of its key people, the importance of the Military and Military Personnel.</p> <p><u>AO3 &amp; AO4</u></p>	<p><u>Life in Roman Times</u></p> <p><b>Skills covered:</b></p> <p><u>AO1 &amp; AO2</u> Define key terms. To identify, understand and be able to describe various aspects of life in Roman times - ranging from their daily life, routines, gods and goddesses, religion, housing and the life of a Roman slave.</p>	<p><u>The Normans/Norman Conquest</u></p> <p><b>Skills covered:</b></p> <p><u>AO1 &amp; AO2</u> To identify, understand and be able to describe the key players in the lead up to the Battle of Hastings as well as the events of the battle itself. To be able to explain how William consolidated his hold</p>	<p><u>Life in Norman Times</u></p> <p><b>Skills covered:</b></p> <p><u>AO1 &amp; AO2</u> Define key terms. To be able to explain and give evidence as to how William the Conqueror changed the lives of people in Britain by investigating the implications of the Domesday Book and Feudal System as well</p>	<p><u>The Middle Ages</u></p> <p><b>Skills covered:</b></p> <p><u>AO1 &amp; AO2</u> Define key terms To identify, understand and be able to describe the role religion played in the lives of medieval people? What did monks and nuns do and how did they contribute to medieval society? Why was Jerusalem an important city for</p>	<p><u>Life in the Middle Ages</u></p> <p><b>Skills covered:</b></p> <p><u>AO1 &amp; AO2</u> Define key terms. To identify, understand and be able to describe various aspects of life in Medieval Times - ranging from their daily life, what village life was like, schools and education, food and fashion, culture and</p>



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	<p>Analyse, Evaluate, and Judge the role and impact that Rome and its Empire had on Europe and the World.</p> <p><b>Assessment points:</b></p> <p>Baseline Assessment Key Terms Tests Mid Term Assessment PEEL Task Classwork Sheets Homework Exercises</p>	<p><u>AO3 &amp; AO4</u> Analyse, Evaluate, and Judge the various facets of Roman life and what the strengths and weaknesses of their way of life was like.</p> <p><b>Assessment points:</b></p> <p>Assessment 1 Key Terms Tests End of Unit Assessment Classwork Sheets Homework Exercises</p>	<p>on England by introducing the Feudal system as well as his program of building castles.</p> <p><u>AO3 &amp; AO4</u> Analyse, Evaluate, and Judge how life under William the Conqueror changed and be able to evaluate the strengths and weaknesses of various aspects of his new way of ruling and doing things</p> <p><b>Assessment points:</b></p> <p>Key Terms Tests Mid Term Assessment PEEL Task Classwork Sheets Homework Exercises</p>	<p>as life in Norman England</p> <p><u>AO3 &amp; AO4</u> Analyse, Evaluate, and Judge the impact of the Domesday Book and Feudal System.</p> <p><b>Assessment points:</b></p> <p>Assessment 2 Key Terms Tests End of Unit Assessment Classwork Sheets Homework Exercises</p>	<p>Christians, Muslims and Jews? What reasons did people have for going on Crusades? What were the main events that happened during the Crusades? How and why did life in Europe change after the Crusades?</p> <p><u>AO3 &amp; AO4</u> Analyse, Evaluate, and Judge the various facets of Medieval life especially the role of religion and its impacts on the people of Britain. Analyse the importance of the Crusades and the main characters involved.</p> <p><b>Assessment points:</b></p> <p>Key Terms Tests Mid Term Assessment PEEL Task Classwork Sheets Homework Exercises</p>	<p>entertainment. The Peasants Revolt</p> <p><u>AO3 &amp; AO4</u> Analyse, Evaluate, and Judge the various facets of Medieval life by comparing and analysing the similarities and differences that exist today Investigating the causes of the Peasants Revolts and what happened after</p> <p><b>Assessment points:</b></p> <p>Assessment 3 Key Terms Tests End of Unit Assessment Classwork Sheets Homework Exercises</p>
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Geography	Knowledge and Understanding of Places (What is Geography) / Its Your Planet	Maps, Mapping and Map-work Skills	The UK	Glaciers	Rivers	Brazil
	<p><b>Skills covered:</b> <u>AO1 &amp; AO2</u> Define key terms and the use of 'Geographical' questions (What, Where, When etc..) To identify, understand and describe the differences between Physical, Human and Environmental Geography.</p> <p>Define Key Terms This series of lessons will look at Earth and its origins. How it was formed and when. When did humans first appear on Earth and our place on the Geological timescale?</p> <p><u>AO3 &amp; AO4</u> Judge the role and impact that humans have had and still have on our planet and its resources.</p>	<p><b>Skills covered:</b> <u>AO1 &amp; AO2</u> Define key terms. The introduction of Maps and the basic features found on them. The history and uses of maps. The exploration and practice of learning about mapping terms and skills such as symbols, distance and scale, directions, 4 and 6 figure grid references and more.</p> <p><u>AO3 &amp; AO4</u> What makes a good map? Critically analyse and evaluate a range of maps.</p> <p><b>Assessment points:</b> Keyword Bingo Kahoot Quizzes Homework Tasks Peer Assessments End of Topic Assessment</p>	<p><b>Skills covered:</b> <u>AO1 &amp; AO2</u> Define key terms A study of the UK. Which countries and nations make up the British Isles. Where are the main physical features and why? Which parts of the UK are warmest, coldest, wettest, and driest and why? Which parts of the UK are the most crowded and which are the least crowded? What influences this? <u>AO3 &amp; AO4</u> A case study on London comparing it to Penang.</p> <p><b>Assessment points:</b> Keyword Bingo Kahoot Quizzes Homework Tasks Peer Assessments Case Study</p>	<p><b>Skills covered:</b> <u>AO1 &amp; AO2</u> Define Key Terms What are glaciers made of and how do they form? What is the difference between an ice sheet and a mountain glacier? What are some of the features that are created by a glacier and how can we recognise them? Can I identify glacial landforms from a map?</p> <p><u>AO3 &amp; AO4</u> Can glaciers benefit humans – what problems can they cause? Case study</p> <p><b>Assessment points:</b> Keyword Bingo Kahoot Quizzes Homework Tasks Peer Assessments End of Topic Assessment</p>	<p><b>Skills covered:</b> <u>AO1 &amp; AO2</u> Define Key Terms What is the water-cycle? How does rain from it feed a river? What are some terms that we can associate with rivers? How do rivers shape the land and why? How do rivers work and how do we use them?</p> <p><u>AO3 &amp; AO4</u> How can rivers affect us especially when they flood and what can we do to prevent them from flooding? We will finally look at a case study on the River Thames.</p> <p><b>Assessment points:</b> Keyword Bingo Kahoot Quizzes Homework Tasks Peer Assessments Case Studies End of Topic Assessment</p>	<p><b>Skills covered:</b> <u>AO1 &amp; AO2</u> Define key terms A scheme of work that looks at Brazil in depth. Students will be studying the physical features, climate and resources of Brazil as well as the fauna, flora and diversity of the Amazon Rainforest. Finally, we will look at who the Brazilians are, where they came from and where they are located in the country paying special attention to the development and inequality found in Brazil <u>AO3 &amp; AO4</u> Case study examining the issues and challenges of living in a favela</p> <p><b>Assessment points:</b> Keyword Bingo Kahoot Quizzes Homework Tasks Peer Assessments Case Study</p>



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	<p>We will study certain periods in Earth's history and try to explain the way that natural processes can change it and how we as humans also change it.</p> <p>Assessment points:          Keyword Bingo          Kahoot Quizzes          Homework Tasks          Peer Assessments          End of Topic Assessment</p> <p><b>Assessment points:</b>          Baseline Assessment          Kahoot Quizzes          Homework Tasks          Peer Assessments          End of Topic Assessment</p>		End of Topic Assessment			End of Topic Assessment
<b>Business</b>	<p><u>What makes a successful entrepreneur</u></p> <p><b>Skills covered:</b></p> <p>AO1: Knowledge And Understanding          AO3: Analysis AO4: Evaluation</p>	<p><u>Being successful</u></p> <p><b>Skills covered:</b></p> <p>AO1: Knowledge And Understanding          AO2: Application</p> <p><b>Assessment points:</b></p>	<p><u>Budgeting and Personal Finance</u></p> <p><b>Skills covered:</b></p> <p>AO1: Knowledge And Understanding          AO3: Analysis AO4: Evaluation</p>	<p><u>Motivation</u></p> <p><b>Skills covered:</b></p> <p>AO1: Knowledge And Understanding          AO3: Analysis AO4: Evaluation</p> <p><b>Assessment points:</b></p>	<p><u>Holiday Destinations</u></p> <p><b>Skills covered:</b></p> <p>AO1: Knowledge And Understanding          AO3: Analysis AO4: Evaluation</p> <p><b>Assessment points:</b></p>	<p><u>Eco Tourism</u></p> <p><b>Skills covered:</b></p> <p>AO1: Knowledge And Understanding          AO3: Analysis AO4: Evaluation</p> <p><b>Assessment point:</b></p>



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	<p><b>Assessment points:</b> Map mind of the factors of a successful entrepreneur</p> <p>Biography of an entrepreneur</p> <p>Group debate on which entrepreneur is the most successful</p>	<p>Mind map of different factors which make a business successful</p> <p>Produce a Kahoot game on business definitions</p> <p>Production of a board game</p>	<p><b>Assessment points:</b> Plan and justify a personal spending list</p> <p>Complete a bank application form</p> <p>Presentation on which bank account to open for teenagers</p>	<p>Mind map of different ways in which people can be motivated to work</p> <p>Report on the consequences of different management styles</p> <p>Evaluation of a business manager's motivation techniques and suggestions for improvements</p>	<p>Complete the "An Amazing Vacation" Worksheet</p> <p>Mind map of why a tourist destination is popular</p> <p>Storyboard on eco tourism</p>	<p>Market research on what consumers want for their holidays</p> <p>Poster / Leaflet to advertise the tourist destination</p> <p>Group video on marketing the new eco destination</p>
<b>Computer Science</b>	<p><u>Presenting information</u></p> <p><b>Skills covered:</b></p> <ul style="list-style-type: none"> <li>• Creating presentations using a variety of online software.</li> <li>• Adding multimedia to the presentation.</li> <li>• Refining the same presentation for a different audience.</li> </ul> <p><b>Assessment points:</b> Creating an animated presentation for Awareness campaigns</p>	<p><u>Introduction to Python</u></p> <p><b>Skills covered:</b></p> <ul style="list-style-type: none"> <li>• use both interactive and script mode in Python</li> <li>• Declare the variables and constants</li> <li>• Use the data types</li> </ul> <p><b>Assessment points:</b> Create a simple program using Python.</p>	<p><u>Modelling</u></p> <p><b>Skills covered:</b></p> <ul style="list-style-type: none"> <li>• Working with a spreadsheet.</li> <li>• Creating a simple model using spreadsheet software.</li> <li>• Formatting, editing the sheet.</li> </ul> <p><b>Assessment points:</b> Creating an event budget</p>	<p><u>Data handling</u></p> <p><b>Skills covered:</b></p> <ul style="list-style-type: none"> <li>• Creating a questionnaire</li> <li>• Creating data structure.</li> <li>• Creating new information from data.</li> <li>• Reaching conclusions from data.</li> </ul> <p><b>Assessment points:</b> Creating a questionnaire for any research</p>	<p><u>Introduction to control</u></p> <p><b>Skills covered:</b></p> <ul style="list-style-type: none"> <li>• Learning flowcharts.</li> <li>• Using repeating loops in flowcharts</li> <li>• Working with variables.</li> </ul> <p><b>Assessment points:</b> Draw a flowchart based on the system given.</p>	<p><u>ICT in the real world</u></p> <p><b>Skills covered:</b></p> <ul style="list-style-type: none"> <li>• Using email and other communication methods.</li> <li>• Internet Safety.</li> </ul> <p><b>Assessment points:</b> -Attaching file using email -Creating a poster of internet safety</p>



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<b>ART</b>	<p><u>Landscape drawing</u></p> <p><b>Skills covered:</b></p> <ol style="list-style-type: none"> <li>drawing, shading and composition.</li> <li>design composition, balance and rhythm in digital design.</li> </ol> <p>Artist reference: Vincent Van Goth</p> <p><b>Assessment points:</b></p> <ol style="list-style-type: none"> <li>to finish one landscape drawing.</li> <li>to create art exhibition posters using Canva.</li> </ol>	<p><u>Artist Study: Andy Warhol</u></p> <p><b>Skills covered :</b> hand control, idea development colour mixing (primary secondary colours)</p> <p>Artist reference: Andy Warhol</p> <p><b>Assessment points:</b> to finish one Pop Art painting</p>	<p><u>Wayang kulit craft</u></p> <p><b>Skills covered:</b> Character design, figure drawing</p> <p>Artist reference: Comic books/Manga art</p> <p><b>Assessment points:</b> to finish their wayang kulit character drawing</p>	<p><u>Wayang kulit craft</u></p> <p><b>Skills covered :</b> Cutting , carving and painting the wayang kulit character</p> <p>Artist reference: Comic books/Manga art</p> <p><b>Assessment points:</b> to cut out and color their wayang kulit character</p>	<p><u>Diorama project: Seascape</u></p> <p><b>Skills covered :</b> design and drawing</p> <p>Artist reference: Miranda Brandon</p> <p><b>Assessment points:</b> to draw, design and colour their landscape</p>	<p><u>Diorama project: Seascape</u></p> <p><b>Skills covered</b> frame making, papier mache techniques Artist reference: Miranda Brandon</p> <p><b>Assessment points:</b> to make a 3D model of their landscape</p>
<b>Music</b>	<p><u>Rhythm and Pitch</u></p> <p><b>Skills covered:</b> Composing Notation</p> <p><b>Assessment points:</b> Compose a short melody</p>	<p><u>Introduction to Composition</u></p> <p><b>Skills covered:</b> Composing Listening</p> <p><b>Assessment points:</b></p>	<p><u>Pachelbel's canon</u></p> <p><b>Skills covered:</b> Performing Listening</p> <p><b>Assessment points:</b> Play a keyboard piece individually</p>	<p><u>Folk Music</u></p> <p><b>Skills covered:</b> Performing Composing</p> <p><b>Assessment points:</b> Perform a piece as a class</p>	<p><u>Jabberwocky</u></p> <p><b>Skills covered:</b> Composing Listening</p> <p><b>Assessment points:</b> Perform poem as a class</p>	<p><u>Blues and Gospel</u></p> <p><b>Skills covered:</b> Performing Reviewing</p> <p><b>Assessment points:</b> Perform Oh Happy day in a small groups</p>



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		Create a story compositions using tuned percussions.				
<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><b>Skills covered:</b></p> <p>Thinking, reading, writing, listening , speaking</p> <p><b>Assessment points:</b></p> <ol style="list-style-type: none"> <li>Written assessment on Surah Al-Ikhlās.</li> <li>Memorising and reciting Surah Al-Ikhlās.</li> <li>Writing the important story</li> </ol>	<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 performing salah.</p> <p><b>Skills covered:</b></p> <p>Thinking, reading, writing, listening , speaking</p> <p><b>Assessment points:</b></p> <ol style="list-style-type: none"> <li>Fill in the blanks – keywords.</li> <li>Practical assessment –</li> </ol>	<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 covered:</b></p> <p>Thinking, reading, writing, listening , speaking</p> <p><b>Assessment points:</b></p> <ol style="list-style-type: none"> <li>Memorising and reciting Surah Al-Zalzalah.</li> <li>Practical assessment – performing salah</li> </ol>	<p><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?</p> <p>How to perform fasting?</p> <p>Recite the niyah of fasting.</p> <p><b>Skills covered:</b></p> <p>Thinking, reading, writing, listening , speaking</p> <p><b>Assessment points:</b></p> <ol style="list-style-type: none"> <li>Writing a simple essay on the preparation of the daily breaking of</li> </ol>	<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 helps the poor and the needy to lead life.</p> <p><b>Skills covered:</b></p> <p>Thinking, reading, writing, listening , speaking</p> <p><b>Assessment points:</b></p> <ol style="list-style-type: none"> <li>Verbal quizzes on lying gossiping &amp; backbiting.</li> </ol>	<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> <p><b>Skills covered:</b></p> <p>Thinking, reading, writing, listening , speaking</p> <p><b>Assessment points:</b></p> <ol style="list-style-type: none"> <li>Written assessments on pillar of Islam.</li> <li>Quizzes on the history of Prophets Adam.</li> </ol>



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	related to the five prophets.	performing wudhu'		fasting with their family.  2. Written assessment on the niyah.	2. Fill in the blanks – the importance of zakah.	
<b>PSHE/MORAL</b>	<p><u>Self-development</u></p> <p>Topic:</p> <ol style="list-style-type: none"> <li>1. Believe in God</li> <li>2. Trust</li> <li>3. Pride</li> <li>4. Responsibility</li> <li>5. High manner</li> <li>6. Tolerance</li> </ol> <p><b>Skills covered:</b> 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;">Responsible</p>	<p><u>Self-development</u></p> <p>Topic:</p> <ol style="list-style-type: none"> <li>1. Independent</li> <li>2. Hardworking</li> <li>3. Affection</li> <li>4. Justice</li> <li>5. Rational</li> <li>6. Simplicity</li> </ol> <p><b>Skills covered:</b> 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;">Mannerism</p>	<p><u>Family</u></p> <p>Topic:</p> <ol style="list-style-type: none"> <li>1. Love To Family</li> <li>2. Respect to family members</li> </ol> <p><b>Skills covered:</b> Just like the basic requirements, a human also has several emotional needs, the gratification of which is essential for mental as well as physical happiness. Everyone requires affection, understanding, and feeling of belonging, love, and so forth.</p> <p style="text-align: center;">Affection</p>	<p><u>Family</u></p> <p>Topic:</p> <ol style="list-style-type: none"> <li>1. Keep the tradition of family</li> <li>2. Responsibility towards family</li> </ol> <p><b>Skills covered:</b> 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;">Tolerance</p>	<p><u>Nature</u></p> <p>Topic:</p> <ol style="list-style-type: none"> <li>1. Love and respect nature</li> <li>2. Harmony between humans and the environment</li> </ol> <p><b>Skills covered:</b> 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;">Hardworking</p>	<p><u>Nature</u></p> <p>Topic:</p> <ol style="list-style-type: none"> <li>1. Sustainability of nature</li> <li>2. Balance retention towards environment</li> </ol> <p><b>Skills covered:</b> 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 one has doubts or fears about the consequences. Moral courage therefore involves</p>



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						deliberation or careful thought.  Courage
<b>SEJARAH</b>	<u>Prime Ministers in Malaysia</u> 1. Tunku Abdul Rahman 2. Tun Abdul Razak 3. Tun Hussein Onn  <b>Assessment points:</b> Project work	<u>Prime Ministers in Malaysia</u> 1. Tun Dr. Mahathir Mohamad 2. Dato Abdullah Ahmad Badawi 3. YAB Najib Razak  <b>Assessment points:</b> Project work	<u>Oldest school in Malaysia</u> 1. Penang Free School 2. Methodist Boys' School (formerly known as Anglo-Chinese School) (established 1891) 3. Methodist Girls' School  <b>Assessment points:</b> Project work	<u>Oldest school in Malaysia</u> 1. Malacca High School 2. St. Thomas' Secondary School, Kuching 3. St. Mary's School, Kuching  <b>Assessment points:</b> Project work Era	<u>Pre Historic Era in Malaysia</u> 1. Paleolithic 2. Mesolithic  <b>Assessment points:</b> Project work	<u>Pre Historic Era in Malaysia</u> 1. Neolithic 2. Metal age  <b>Assessment points:</b> Project work
<b>PE</b>	<u>Invasion Games</u>  <u>Football</u>  <b>Skills covered:</b> Introduction  Passing, moving, Shooting.	<u>Fitness &amp; Athletics</u>  <b>Skills covered:</b> Introduction  Sprints. Relays. Pace running. Jumps.	<u>Aquatics</u>  <u>Swimming</u>  <b>Skills covered:</b> Level D3 Introduction.  Sculling	<u>Invasion Games</u>  <u>Basketball / Netball / Dodgeball</u>  <b>Skills covered:</b> Introduction  Passing, footwork.	<u>Dance &amp; Gymnastics</u>  <u>Dance</u>  <b>Skills covered:</b> Introduction  Levels Speed	<u>Striking and Fielding</u>  <u>Cricket / Rounders</u>  <b>Skills covered:</b> Introduction  Ball familiarisation and catching.



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	<p>Dribbling, control, turning. Principles of attack. Principles of defense. Games.</p> <p><b>Assessment points:</b> Beginning to demonstrate the range of skills learnt with some level of confidence, accuracy and precision, as well as being able to adapt to different situations.</p> <p>Beginning to understand the different roles within the sports.</p>	<p>Throws shot putt. Throws – javelin.</p> <p><b>Assessment points:</b> Beginning to demonstrate the range of skills learnt with confidence, accuracy and precision.</p>	<p>Streamline Correct technique and distance in freestyle. Correct technique and distance in backstroke. Use an aid to perform rescues and survival sequences.</p> <p><b>Assessment points:</b> Begin to be able to demonstrate sculling</p> <p>Demonstrate correct distance and technique for Freestyle.</p> <p>Demonstrate correct distance and technique for Backstroke.</p> <p>Be able Use an aid to perform rescues</p>	<p>Dodging. Attack, shooting, creating space. Defence, positional awareness.</p> <p><b>Assessment points:</b> Beginning to demonstrate the range of skills learnt with some level of confidence, accuracy and precision, as well as being able to adapt to different situations.</p> <p>Beginning to understand the different roles within the sports.</p> <p><u>Net / Wall Games</u></p> <p><u>Badminton / Volleyball</u></p> <p><b>Skills covered:</b> Introduction</p> <p>Grip, serve. Clear shots.</p>	<p>Expression Timing choreograph a routine</p> <p><b>Assessment points:</b> Beginning to demonstrate the range of skills learnt with some level of confidence, accuracy and precision.</p> <p>Choreograph a routine and perform to an audience as part of a group.</p> <p>.</p>	<p>Fielding. Bowling. Batting. Tactics through games.</p> <p><b>Assessment points:</b> Beginning to demonstrate the range of skills learnt with some level of confidence, accuracy and precision, as well as being able to adapt to different situations.</p> <p>Beginning to understand the different roles within the sports.</p>
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				<p>Drop shots, creating space. Net shots. Smash shot, attack.</p> <p><b>Assessment points:</b> Beginning to demonstrate the range of skills learnt with some level of confidence, accuracy and precision, as well as being able to adapt to different situations.</p>		
<b>Drama</b>	<p><u>Serious Fun/Intro to Drama</u></p> <p><b>Skills covered:</b> Improvisation Collaboration Stage space Roles in theatre Theatre styles Theatre terminology</p> <p><b>Assessment points:</b> Improvised group role-play performance.</p>	<p><u>Pantomime</u></p> <p><b>Skills covered:</b> Elements of pantomime theatre. Exaggerated acting style. Comedic humour. Interacting with audience. Victim versus villain Set design.</p> <p><b>Assessment points:</b> Design of flats/set.</p>	<p><u>Script: Ernie's Incredible Illucinations</u></p> <p><b>Skills covered:</b> Elements of a script. Dramatic reading Characterisation Status Proxemics Spatial awareness</p> <p><b>Assessment points:</b></p>	<p><u>The Pied Piper</u></p> <p><b>Skills covered:</b> Folktales Hot seating Non-naturalistic techniques inc. synchronised movement and choral speaking. Abstract and surreal theatre. Collaboration</p> <p><b>Assessment points:</b></p>	<p><u>Production</u></p> <p><b>Skills covered:</b> Working from a stimulus Script memorising Articulation Projection Spatial awareness Using props Collaboration</p> <p><b>Assessment points:</b> To memorise lines and movements. To rehearse and perform as a team.</p>	<p><u>Production</u></p> <p><b>Skills covered:</b> Bring together all skills learnt during preparation for end of year production. Collaboration. Performance professionalism.</p> <p><b>Assessments:</b> Performance.</p>



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		Group pantomime performances with audience interaction.	In groups, students create their own illusion scene using the main characters of the play.	Group performance creating their own version of the unknown final scene of The Pied Piper.		
<b>EAL</b>	<p><u>Homes and habits</u></p> <p><b>Skills:</b> Read about living in a windmill/cave home, read for gist and main points, identify target structures, write a email, countable and uncountable nouns, prepositions of time</p> <p><b>Assessment:</b> Use a few/a little/many/much/ a lot of/ lots of, describe a young person's room</p>	<p><u>Student days</u></p> <p><b>Skills:</b> Prepositions of time and place, past simple and past continuous, Compare the schedule of a Beijing teenager to the local kids, Listen for information about Nadine's trip to a town in Chile as an exchange student.</p> <p><b>Assessment:</b> Write short messages to thank/ explain/ apologise/ invite/ suggest, Predict what actually happened to Nadine.</p>	<p><u>Fun time</u></p> <p><b>Skills:</b> Identify words to change, error correction, describe free-time activities, verbs followed by to or -ing, identify a writer's purpose, describe free time activities</p> <p><b>Assessment:</b> Use suitable phrases and vocabularies to make suggestions and reply politely to suggestions</p>	<p><u>Our world</u></p> <p><b>Skills:</b> Discover the island of Borneo, write a letter, use adjectives to describe photos of places, comparative and superlative adjectives, Vocabularies related to building and places</p> <p><b>Assessment:</b> Spelling of comparative and superlative adjectives, listening activities ( The northern pole of cold)</p>	<p><u>Feelings</u></p> <p><b>Skills:</b> Use the context to find missing words, Cause and effect links, formal and informal expressions, use adjectives and prepositions / adjectives of emotion and their opposites</p> <p><b>Assessment:</b> Speaking activity- Adjectives to describe photos and personal experiences</p>	<p><u>Leisure and fashion</u></p> <p><b>Skills:</b> Write a short message to say thank you, vocabularies related to television programmes, going out, describe lost items, present perfect and past simple, since and for</p> <p><b>Assessment:</b> Choose the most suitable tv programmes for each group of people</p>