



Straits International School. Year 9 Long Term Plan

Subject	Autumn		Spring		Summer	
	1 st half term	2 nd half term	1 st half term	2 nd half term	1 st half term	2 nd half term
English	<p><u>Baseline – Past Checkpoint Exam</u></p> <p><u>Fiction</u> <u>Novel: 'Of Mice and Men' by John Steinbeck</u></p> <p>Skills covered: Reading 9Ri.01 Read and discuss novel 9Ri.04 Analyse and explore different layers of meaning within texts 9Ri.07 Use judiciously chosen textual references to develop analysis of texts. 9Ri.08 Analyse and respond to the themes in the novel 9Ri.09 Analyse how a writer uses a combination of features to enhance</p>	<p><u>Non-Fiction</u> <u>Persuasive Writing</u> <u>Letters and Speeches</u></p> <p>Skills covered: Writing 9Wc.03 Manipulate features and conventions for persuasive texts for an intended effect. 9Wc.04 Manipulate content for impact on a specified audience.</p> <p>Assessment points: Students will produce a convincing, persuasive argument using different sentence types, punctuation and imagery for effect.</p>	<p><u>Text Type</u> <u>Bootcamp</u></p> <p><u>Reading and Writing a range of Text Types</u></p> <p>Skills covered: Reading and Writing</p> <p>9Ri.02 Read and discuss a range of non-fiction text types. 9Ri.03 Analyse the implications of identified explicit information on the meaning of the rest of a text. 9Ri.06 Select the most appropriate reading strategy to locate and extract information and ideas from a variety of texts.</p>	<p><u>Text Type Bootcamp</u></p> <p><u>Reading and Writing a range of Text Types</u></p> <p>Skills covered: Reading and Writing</p> <p>9Rs.01 Analyse how the structure of a text can be manipulated for effect in a range of fiction and non-fiction texts 9Rs.02 Evaluate the impact of a writer's choice of organisational and linking features on the intended audience. 9Ri.04 Analyse and explore different layers of meaning within texts, including bias. 9Wc.01 Write confidently in a range of different</p>	<p><u>Checkpoint</u> <u>Preparation and revision</u></p> <p>Skills covered: Reading and Writing</p> <p>9Ri.02 Read and discuss a range of non-fiction text types. 9Ri.03 Analyse the implications of identified explicit information on the meaning of the rest of a text. 9Ri.06 Select the most appropriate reading strategy to locate and extract information and ideas from a variety of texts.</p> <p>*9Wc.01 Write confidently in a range of different genres of fiction and types of poems.</p>	<p><u>Childhood Poetry</u></p> <p>Skills covered: Reading This unit of work is designed to prepare the pupils for the English Literature IGCSE.</p> <p>AO2: understand the meanings of literary texts and their contexts, and explore texts beyond surface meaning to show deeper awareness of ideas and attitudes AO3: recognise and appreciate ways in which writers use language, structure and form to create and shape meanings and effects AO4: communicate a sensitive and informed personal</p>



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	<p>their intended meaning</p> <p>Assessment points: Pupils will study and analyse a passage then explain and example the identifying language techniques, structure etc what methods Steinbeck uses to present the death of Curley's wife?</p> <p>Mock Exam 1</p>		<p>Assessment points: Mock Exam 2.</p>	<p>text genres both fiction and nonfiction.</p> <p>9Wc.03 Manipulate features and conventions for a chosen purpose for an intended effect.</p> <p>9Ws.01 Experiment with different ways of structuring texts, appropriate for different audiences and purposes.</p> <p>Assessment points: Past Paper Questions</p>	<p>Assessment points: Cambridge checkpoint exams</p> <p><u>The History of English</u></p> <p>Skills covered: Speaking, reading, writing</p> <p>Students will learn about how the English Language has changed over time covering topics such as history, etymology, dialect, and language and technology.</p> <p>This is an introduction to the iGCSE English as a First Language course and classwork will take the form of tasks similar to the iGCSE reading paper questions</p> <p>R1 demonstrate understanding of explicit meanings</p>	<p>response to literary texts.</p> <p>Assessment points: Students will produce several detailed responses to sample exam questions writing to analyse, review and comment on language techniques, purpose and responses. Week 4-5</p>
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					<p>R2 demonstrate understanding of implicit meanings and attitudes</p> <p>R3 analyse, evaluate and develop facts, ideas and opinions</p> <p>Assessment points: Students will prepare a presentation on the topic of language and technology</p>	
Mathematics	<p><u>Fractions and indices</u></p> <p>Skills covered: Working with fractions Indices</p> <p>Assessment points: Past year questions</p> <p><u>Expression and formulae</u></p> <p>Skills covered: •simplifying and indices •algebraic fractions •changing subject</p> <p>Assessment points: Past year questions</p>	<p><u>Shapes and mathematical drawings</u></p> <p>Skills covered: •3D shapes •Constructions •Maps and scale drawing •bearings</p> <p>Assessment points: Past year questions</p> <p><u>Geometry</u></p> <p>Skills covered:</p>	<p><u>Sequences, functions and graphs</u></p> <p>Skills covered: •linear functions •inverse functions •equation of straight line</p> <p>Assessment points: Past year questions</p> <p><u>Transformations</u></p> <p>Skills covered: •Describing transformations •Similar triangles</p>	<p><u>Probability</u></p> <p>Skills covered: •successive events Planning, collecting and processing data •Calculation of statistics</p> <p>Assessment points: Past year questions</p> <p><u>Revision - part one</u></p> <p>Skills covered: Number property Algebra Geometry Measurement</p>	<p><u>Quadratic equations</u></p> <p>Skills covered: Solving equations using brackets Solving equations using quadratic formulas. Solving algebraic fractions. Solve complicated algebra questions.</p> <p>Assessment points: IGCSE past year questions.</p>	<p><u>Trigonometry</u></p> <p>Skills covered: SOH CAH TOA finding missing sides Finding angles Solve word problems</p> <p>Assessment points: IGCSE past year questions.</p>



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	<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>	<ul style="list-style-type: none"> •angles in polygon •angles in circles •Pythagoras theorem •tessellations <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>Assessment points:</p> <p>Past year questions</p>	<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>Handling data</p> <p>Assessment points:</p> <p>Past year questions</p>		
Science	<p><u>Photosynthesis and plant growth</u></p> <p>Skills covered:</p> <ul style="list-style-type: none"> • Photosynthesis. • Factors affecting the rate of photosynthesis. 	<p><u>Sexual reproduction in flowering plants</u></p> <p>Skills covered:</p> <ul style="list-style-type: none"> • Structure of flowering plants. • Gametes in plants. • Pollination. • Fertilisation in plants. 	<p><u>Classification and Inheritance</u></p> <p>Skills covered:</p> <ul style="list-style-type: none"> • Classifying living organisms. • Food chains and food webs. • The role of decomposers. • Adaptations. 	<p><u>The energy crisis and human influence</u></p> <p>Skills covered:</p> <ul style="list-style-type: none"> • Factors affecting the size of human populations. • Factors that affect the size of animal populations. 	<p><u>Chemistry Enquiry- States of matter</u></p> <p>Skills covered:</p> <ul style="list-style-type: none"> • Questions, evidence and explanations • Planning an investigation • Presenting evidence <p><u>Chemistry Enquiry- Material properties</u></p>	<p><u>Physics Enquiry- Earth and beyond</u></p> <p>Skills covered:</p> <ul style="list-style-type: none"> • Communicating ideas • Explanations- geocentric model • Explanation- heliocentric model <p><u>Physics Enquiry-</u></p>



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	<ul style="list-style-type: none"> • Word equation for photosynthesis. • Measuring the rate of photosynthesis. • Why minerals are important to plants. • Investigating how different minerals affect plant growth. <p>Experiments: - Observing leaves under microscopes</p> <p>Assessment points: <i>Past year's questions</i></p> <p><u>Periodic table and preparing salts</u></p> <p>Skills covered:</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. 	<ul style="list-style-type: none"> • Seed production. • Mechanisms of seed dispersal. • Reasons for seed dispersal. <p>Experiments: - Flower dissection - Creating model sycamore seeds</p> <p>Assessment points: Past year's questions</p> <p><u>Reactivity and rates of reaction</u></p> <p>Skills assessed:</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. 	<ul style="list-style-type: none"> • Inherited characteristics • Selective breeding. • Darwin's theory of evolution. <p>Experiments: - Modelling Darwin's finches</p> <p>Assessment points: <i>Past year's questions</i></p> <p><u>Chemicals and thermal energy</u></p> <p>Skills covered:</p> <ul style="list-style-type: none"> • Exothermic and endothermic reactions • Combustion (The fire triangle). • Investigating endothermic reactions. • Respiration and photosynthesis • Endothermic phase changes. • Conduction. • Convection. 	<ul style="list-style-type: none"> • Predator/prey relationships. • Generating electrical energy. • Renewable and non-renewable energy resources. • The global energy crisis. <p>Experiments: - Measuring wildlife population (interactive)</p> <p>Assessment points: <i>Past year's questions</i> <u>Revision</u> -Past years papers (all topics)</p> <p><u>EXAM</u></p>	<p>Skills covered:</p> <ul style="list-style-type: none"> • Organising the elements • Making a compound • Finding electrons • How scientists work: inside sub-atomic particles <p><u>Chemistry Enquiry- The reactivity series</u></p> <p>Skills covered:</p> <ul style="list-style-type: none"> • Using reactions to identify chemicals • Nickel in the reactivity series <p><u>Physics Enquiry- Forces</u></p> <p>Skills covered:</p> <ul style="list-style-type: none"> • Taking accurate measurements • Presenting results in tables and graph • Planning <p>Assessment points: iGCSE Past year's questions (Investigative questions)</p>	<p><u>Electricity</u></p> <p>Skills covered:</p> <ul style="list-style-type: none"> • Selecting ideas to test circuits <p><u>Biology Enquiry- Cells and organisms</u></p> <p>Skills covered:</p> <ul style="list-style-type: none"> • Planning investigations • Managing variables <p><u>Biology Enquiry- Adaptation and survival</u></p> <p>Skills covered:</p> <ul style="list-style-type: none"> • Sampling techniques • Identifying trends <p>Assessment points: iGCSE Past year's questions (Investigative questions)</p>
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	<ul style="list-style-type: none"> • Preparation of a salt from reacting an acid with an alkali. • Preparation of a salt from reacting a metal with an acid. <p>Experiments:</p> <ul style="list-style-type: none"> - Preparation of a pure dry sample of a salt - Neutralisation - Reactions of metals with acids <p>Assessment points: <i>Past year's questions</i></p> <p><u>Electrostatics and electric currents</u></p> <p>Skills assessed:</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. 	<ul style="list-style-type: none"> • Investigate uses of reactivity series. • Displacement reactions. • The reactivity series and extraction methods. • 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>Experiments:</p> <ul style="list-style-type: none"> - Displacement reactions - Burning magnesium - Effect of conc on rate of reaction - Effect of temp on rate of reaction - Testing catalysts 	<ul style="list-style-type: none"> • Radiation. • Investigating cooling by radiation. <p>Experiments:</p> <ul style="list-style-type: none"> - Endothermic and exothermic reactions - Convection demo <p>Assessment points: <i>Past year's questions</i></p>			
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	<ul style="list-style-type: none"> • Measuring current and potential difference. • Series circuits. • Parallel circuits. • Resistance. <p>Experiments:</p> <ul style="list-style-type: none"> -Testing current in series and parallel circuits - Testing potential difference in series and parallel circuits <p>Assessment points: Past year's questions</p>	<p>Assessment points: Past year's questions</p> <p><u>Moments, pressure and density</u></p> <p>Skills assessed:</p> <ul style="list-style-type: none"> • Introducing levers. • Introducing moments. • Calculating moments. • Calculating density of liquids. • Calculating density of a gas. • Introduction to the concept of pressure. • Pressure in liquids. • Pressure in gases. <p>Experiments</p> <ul style="list-style-type: none"> - Balancing moments - Can crush demo 				
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		Assessment points: Past year's questions				
Mandarin Advanced	<u>Chinese Culture</u> Skill covered: Reading Writing Listening Speaking Assessment Points: 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	<u>Education</u> Skill covered: Reading Writing Listening Speaking Assessment Points: 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	<u>Food progress</u> Skill covered: Reading Writing Listening Speaking Assessment Points: 1. Fill in the missing part 2. List the step of making a food 3. Write a food progress essay	<u>Life style</u> Skill covered: Reading Writing Listening Debate Assessment Points: 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	<u>Camping</u> Skill covered: Reading Writing Listening Speaking Assessment Points: 1. List the benefit of camping 2. Set a planning for a camping(group work) 3. Letter writing: recommend yourself to apply the camping.	<u>Technology</u> Skill covered: Reading Writing Listening Speaking Assessment Points: 1. List the benefit of online shopping 2. Distinguish some online shop 3. Comprehension and essay writing
Intermediate	<u>Describe your Body Parts</u>	<u>Write a MC Sickness</u>	<u>Money & Currency Country</u>	<u>Furniture</u> Skill Covered:	<u>House Layout Plan</u> Skill Covered:	<u>Give Direction</u> Skill Covered:



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Mandarin	<p>Skill Covered: Speaking Listening Reading Writing</p> <p>Assessment Points: Write the words for body parts Describe your body parts Write my outward appearance</p>	<p>Skill Covered: Speaking Listening Reading Writing</p> <p>Assessment Points: Identify the sickness through pictures Sentences making through keyword Write a MC to your teacher, stating your sickness.</p>	<p>Skill Covered: Speaking Listening Reading Writing</p> <p>Assessment Points: Label the currency Identify the value and the currency of some countries Build phrases to form sentences</p>	<p>Listening Reading Writing Speaking</p> <p>Assessment Points: IGCSE speaking Paper 3 (role play cards) IGCSE Listening paper 1 IGCSE paper 2 Reading Comprehension</p>	<p>Listening Speaking Reading Writing</p> <p>Assessment Points: IGCSE Paper 2 Reading Comprehension IGCSE Paper 3 Speaking - topic presentation</p>	<p>Listening Speaking Reading Writing</p> <p>Assessment Points: IGCSE Paper 1 Listening Paper IGCSE Paper 4 Essay Writing</p>
Bahasa	<p><u>ROAD SAFETY</u></p> <p>Skills covered: Reading Writing Listening Speaking</p> <p>Assessment points: Type of sentences</p>	<p><u>Pengguna Bijak</u></p> <p>Skills covered: Kemahiran mendengar, bertutur, membaca, menulis dan membuat pembentangan</p>	<p><u>Laman ilmu</u></p> <p>Skills covered: Kemahiran mendengar, bertutur, membaca, menulis dan berlakon</p> <p>Assessment points: Penulisan – menulis karangan berdasarkan tajuk dengan format dan</p>	<p><u>Perumpamaan</u></p> <p>Skills covered: Kemahiran mendengar, bertutur, membaca, menulis dan berlakon</p> <p>Assessment points: Penulisan – menulis karangan dengan format dan gaya Bahasa yang tepat</p>	<p><u>Cemerlang Di Mata Dunia</u></p> <p>Skills covered: Kemahiran mendengar, bertutur, membaca, menulis dan membuat pembentangan</p> <p>Assessment points: Sistem Bahasa-pelbagai jenis kata</p>	<p><u>Dalam Kehijauan Khatulistiwa</u></p> <p>Skills covered: Kemahiran mendengar, bertutur, membaca, menulis dan membuat pembentangan</p> <p>Assessment points: Sistem Bahasa-pelbagai jenis kata</p>



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		Assessment points: Pembentangan kerja berdasarkan tajuk	gaya Bahasa yang tepat.			
History	<u>The Birth of Factories & Transport - How this began to change Britain</u> Skills covered: <u>AO1 & AO2</u> Define key terms and the use of 'PEEL' questions (What, Where, When etc..) To identify, understand and describe Key Events during this period - namely The growth of industry from homes to factories, the modernisation of transportation looking at Railways and canals. and the Age of Invention applying knowledge to various tasks that enhance the students understanding of their importance <u>AO3 & AO4</u> Focusing on analysing some of the key events	<u>The Age of Invention / Life during this period</u> Skills covered: <u>AO1 & AO2</u> Define key terms. Gathering knowledge and information concerning the Age of Invention, Key Inventions and their inventors and Social conditions brought about by this change to apply this knowledge to various tasks that enhance the students understanding of their importance <u>AO3 & AO4</u> Focusing on analysing some of the key events learnt about by a series of investigation tasks where the student	<u>Britain and the Slave trade / Slavery</u> Skills covered: <u>AO1 & AO2</u> Define key terms. Investigate and understand the role of Britain in the Slave trade and how the Slave trade was created. Use knowledge and understanding to a series of tasks and exercises taht explore a slave sale, and life for the slaves, before looking at the key events and players that were involved in the abolishment of slavery.	<u>Britain vs France - A long conflict</u> Skills covered: <u>AO1 & AO2</u> Define key terms. Explore and understand the complex relationship and rivalry between Britain and France by learning and applying knowledge of the conflict between Britain and France and the new colony of America, the French Revolution and links to Britain and Key Characters such as Napoleon Bonaparte and his demise at the Battle of Waterloo and Lord Nelson and his famous victory at the Battle of Trafalgar <u>AO3 & AO4</u> Focusing on analysing some of the key events	<u>Britain and Empire</u> Skills covered: <u>AO1 & AO2</u> Define key terms. Understand and apply knowledge to the Growth of the British Empire and certain countries' importance and influence within it. Look in depth at India - The Jewel in the Crown and how relationships began to sour - by looking at events like the Indian mutiny and war of indepence <u>AO3 & AO4</u> Focusing on analysing some of the key events learnt about by a series of investigation tasks where the student analyse and evaluate the strengths and	<u>Britain - A Changing Nation</u> Skills covered: <u>AO1 & AO2</u> Define key terms. Finishing the year with a look at the tremendous changes in Britain from the growth and importance of workers rights to, The Golden age of Queen Victoria and how conditions began to improve. Students will also understand the important characters of the time like the Cadbury Brothers and Charles Darwin and how they influenced and affected Britain and the world. <u>AO3 & AO4</u> Focusing on analysing some of the key events



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	<p>learnt about by a series of investigation tasks where the student analyse and evaluate the strengths and weaknesses of the events in group tasks or individual PEEL essays</p> <p>Assessment points: Baseline Assessment Key Terms Tests Mid Term Assessment PEEL Task - (TBA) Classwork Sheets/Hmwk Sheets</p>	<p>analyse and evaluate the strengths and weaknesses of the events in group tasks or individual PEEL essays</p> <p>Assessment points: Assessment 1 Key Terms Tests End of Unit Assessment Classwork Sheets/Hmwk Sheets</p>	<p><u>AO3 & AO4</u> Focusing on analysing some of the key events learnt about by a series of investigation tasks where the student analyse and evaluate the strengths and weaknesses of the events in group tasks or individual PEEL essays</p> <p>Assessment points: Baseline Assessment Key Terms Tests Mid Term Assessment PEEL Task - (TBA) Classwork Sheets/Hmwk Sheets</p>	<p>learnt about by a series of investigation tasks where the student analyse and evaluate the strengths and weaknesses of the events in group tasks or individual PEEL essays</p> <p>Assessment points: Assessment 2 Key Terms Tests End of Unit Assessment Classwork Sheets/Hmwk Sheets</p>	<p>weaknesses of the events in group tasks or individual PEEL essays</p> <p>Assessment points: Baseline Assessment Key Terms Tests Mid Term Assessment PEEL Task - (TBA) Classwork Sheets/Hmwk Sheets</p>	<p>learnt about by a series of investigation tasks where the student analyse and evaluate the strengths and weaknesses of the events in group tasks or individual PEEL essays</p> <p>Assessment points: Assessment 3 Key Terms Tests End of Unit Assessment Classwork Sheets/Hmwk Sheets</p>
Geography	<p><u>Living of the Earth's Resources</u></p> <p>Skills covered: AO1 & AO2 Define Key Terms What is a natural resource? How and what</p>	<p><u>Development</u></p> <p>Skills covered: AO1 & AO2 Define Key Terms What distinguishes a developing country from a developed one?</p>	<p><u>Earning a Living</u></p> <p>Skills covered: AO1 & AO2 Define Key Terms What distinguishes a developing country from a developed</p>	<p><u>Urbanisation</u></p> <p>Skills covered: AO1 & AO2 Define Key Terms How did our town and cities grow? What are the causes and</p>	<p><u>Our Restless Planet</u></p> <p>Skills covered: AO1 & AO2 Define Key Terms What are Earth's plates and why do they move?</p>	<p><u>Africa/Kenya</u></p> <p>Skills covered: AO1 & AO2 Define Key Terms What and where is the continent of Africa? Which oceans and seas</p>



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	<p>do we use them for? Are they renewable and if not why? What challenges does this pose for us. Why water use is such a big issue and what happens when we potentially run out of it? What challenges does this pose to life on Earth? What about soil and how important is that to us as well? What is desertification and how is that linked to soil and water? What can we do to try to stop the effects of desertification? What are renewable sources of energy and how can they help us.</p> <p>AO3 & AO4</p> <p>We will look at case studies focused in the UK and Malaysia</p> <p>Assessment points: Keyword Bingo Kahoot Quizzes Homework Tasks Peer Assessments Case Studies End of Unit Assessment IGCSE Past Paper Assessment</p>	<p>What are development indicators and what do they show us? Which continent is the most poorly developed one and why? What is Poverty? Can we define it and what is the key indicator that drives it?</p> <p>AO3 & AO4</p> <p>What can we as humans do to try to end it? How can industry and business play a role in helping to do this?</p> <p>Assessment points: Keyword Bingo Kahoot Quizzes Homework Tasks Peer Assessments Case Studies End of Unit Assessment IGCSE Past Paper Assessment</p>	<p>one? What are development indicators and what do they show us? Which continent is the most poorly developed one and why? What is Poverty? Can we define it and what is the key indicator that drives it?</p> <p>AO3 & AO4</p> <p>What can we as humans do to try to end it? How can industry and business play a role in helping to do this?</p> <p>Assessment points: Keyword Bingo Kahoot Quizzes Homework Tasks Peer Assessments Case Studies End of Unit Assessment IGCSE Past Paper Assessment</p>	<p>implications? Are their similarities and differences? If so, what are they?</p> <p>AO3 & AO4</p> <p>How is Urbanisation affecting our world? Why do people move to urban areas? Students will use case studies to find out the issues and problems.</p> <p>Assessment points: Keyword Bingo Kahoot Quizzes Homework Tasks Peer Assessments Case Studies End of Topic Assessment</p>	<p>What causes earthquakes and what damage do they do? What causes tsunamis and what damage do they do? What are volcanoes and what damage can they do?</p> <p>AO3 & AO4</p> <p>Why do people live near these dangerous places? What can happen to people living there?</p> <p>Case Study.</p> <p>Assessment points: Keyword Bingo Kahoot Quizzes Homework Tasks Peer Assessments Case Studies End of Unit Assessment IGCSE Past Paper Assessment</p>	<p>border it and what countries can be found in it? What are its main physical features and where? We look at specific physical features of Africa in depth and what makes them so special.</p> <p>Case study – a series of lessons focusing on Kenya</p> <p>AO3 & AO4</p> <p>Students will study some of the major biomes that can be found in them and some of the challenges that are facing them because of human interference.</p> <p>Assessment points: Keyword Bingo Kahoot Quizzes Homework Tasks Peer Assessments Case study End of Topic Assessment</p>
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Business	<p><u>What Makes A Successful Business?</u></p> <p>Skills covered: AO1: Knowledge And Understanding AO2: Application AO3: Analysis</p> <p>Assessment points: Map mind of the factors of a successful business</p> <p>Presentation of an existing successful business</p> <p>Group debate on which business is the most successful</p>	<p><u>Evolution Of A Product</u></p> <p>Skills covered: AO1: Knowledge And Understanding AO2: Application AO3: Analysis AO4: Evaluation</p> <p>Assessment points: Timeline of an existing product</p> <p>Redesign an existing product</p> <p>Report on why companies redesign its products</p>	<p><u>Pressure Groups</u></p> <p>Skills covered: AO1: Knowledge And Understanding AO2: Application AO3: Analysis</p> <p>Assessment points: Research of a pressure group</p> <p>Group presentation of the purpose of a pressure group</p> <p>Report on how pressure groups affect the running of businesses</p>	<p><u>Stock Exchange</u></p> <p>Skills covered: AO1: Knowledge And Understanding AO2: Application AO3: Analysis AO4: Evaluation</p> <p>Assessment points: Timeline of the prices of a share index</p> <p>Presentation of how to buy and sell shares on the Stock Exchange</p> <p>Leaflet on the pros and cons of investing in shares</p>	<p><u>Organising a trip</u></p> <p>Skills covered: AO1: Knowledge And Understanding AO2: Application AO3: Analysis</p> <p>Assessment points: Primary research on where students would like to go for their trip Design the poster and tickets for sale</p> <p>Go on trip and evaluate its success</p>	<p><u>Dragon's Den</u></p> <p>Skills covered: AO1: Knowledge And Understanding AO2: Application AO3: Analysis</p> <p>Assessment points: Produce a design and prototype of the product</p> <p>Produce a business plan</p> <p>Present your idea to a Dragon</p>
Computer Science	<p><u>Podcasting</u></p> <p>Skills covered:</p> <ul style="list-style-type: none"> •Devices and software used for podcasting. •Creating audio podcasting and editing the audio file. •Creating video podcasting and editing the video files. <p>Assessment points:</p>	<p><u>Programming languages</u></p> <p>Skills covered:</p> <ul style="list-style-type: none"> • Graphical programming language • Text-based programming language • Different Data types • Variables 	<p><u>Operating system and computer architecture</u></p> <p>Skills covered:</p> <ul style="list-style-type: none"> •Functions of operating system Interrupts and buffers Components of the Von Neumann Model <p>Assessment points: Complete the</p>	<p><u>Creating social networking website</u></p> <p>Skills covered:</p> <ul style="list-style-type: none"> •Creating web pages using web design software. •Link the created page to new pages. •Adding multimedia to the page. <p>Assessment points:</p>	<p><u>Programming concepts</u></p> <p>Skills covered:</p> <ul style="list-style-type: none"> •Data types •Input and output Arithmetic operators Selection •Iteration <p>Assessment points: Writing a program using a high level language.</p>	<p><u>Security Systems</u></p> <p>Skills covered:</p> <ul style="list-style-type: none"> •Setting up control system •Testing the system <p>Assessment points: Creating a planning for new system</p>



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	Creating a podcast based on the topic given	Assessment points: Creating a simple program in Python	exercise of how buses, registers and addresses are connected together.	Creating a business website		
ART	<p><u>Advanced drawing techniques (drawing)</u></p> <p>Skill covered:</p> <ol style="list-style-type: none"> drawing composition, proportion, shading techniques, idea developments. to create their own typography design and create their own color palette using canva. to adjust and design based on principle of design <p>Assessment points:</p> <ol style="list-style-type: none"> mixed media still life drawing. 	<p><u>Advanced drawing (painting)</u></p> <p>Skill covered: anime drawing techniques rendering watercolour techniques</p> <p>Assessment points: produce manga style comic strip</p> <p>artist reference : Akira Toriyama, Junji Ito</p>	<p><u>Igcse based coursework making process</u></p> <p>Skills covered : grid drawing, composition, shading analytical drawing</p> <p>Assessment points: to produce simple bugs drawing</p> <p>artist reference : Thefloralfoxart@Amy Rose</p>	<p><u>Igcse based coursework making process</u></p> <p>Skills covered : bugs drawing watercolor painting acrylic painting</p> <p>Assessment points: to produce simple bugs painting</p> <p>artist reference : Thefloralfoxart@Amy Rose</p>	<p><u>Igcse based coursework making process</u></p> <p>Skills covered: Artist research on biography, inspiration composition painting</p> <p>Assessment points: to recreate one of Kahlo's pieces of artwork.</p> <p>artist reference : Frida Kahlo and Diego Rivera</p>	<p><u>Igcse based coursework making process</u></p> <p>Skills covered: Artist research on biography, inspiration composition painting mix media techniques</p> <p>Assessment points: to create your own Kahlo inspired artwork.</p> <p>artist reference : Frida Kahlo and Diego Rivera</p>



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	2. art exhibition poster/ instagram interface design					
Music	<p><u>Melody writing and theory</u></p> <p>Skills covered: Composing Reviewing</p> <p>Assessment points: Write short melodic idea in key</p>	<p><u>Theme and Variations</u></p> <p>Skills covered: Performing Reviewing</p> <p>Assessment points: Create 3 variations of the theme</p>	<p><u>Film Music Making</u></p> <p>Skills covered: Listening Creating Reviewing</p> <p>Assessment Points: Presentation of video making</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	<p><u>Tawheed</u></p> <p>Believe that Allah is One, Supreme and nothing is like Him.</p> <p>The 20 essential attributes of Allah.</p> <p>Learn attributes 6-10.</p> <p><u>Surah Al-Ikhlās</u></p> <p>The meaning of the surah.</p>	<p><u>Taharah</u></p> <p>The importance of cleanliness in Islam – other basic taharah.</p> <p>Cleanliness of the clothes that we wear daily.</p> <p><u>Surah An-Nas</u></p> <p>Verse 5 – verse 6 (Revise Verses 1-4)</p>	<p><u>Surah Al- Zalzalah</u></p> <p>Verse 5- verse 6 (revise Verse 1-4)</p> <p>Performing Salah</p> <p>Salah practical</p> <p>Skills covered: Thinking, reading, writing, listening , speaking</p>	<p><u>Ramadhan Al Mubarak</u></p> <p>The importance of this special holy month to Muslims.</p> <p><u>Fasting</u></p> <p>Observe the good deeds that may increase the rewards from Allah s.w.t. during fasting month.</p>	<p><u>Lying, gossiping & backbiting</u></p> <p>One of the worst habits, all Muslims must avoid doing in their lives and how to stop committing the offences according to Islamic rules and laws.</p> <p><u>Zakah</u></p> <p>Zakah in different forms – not just money.</p>	<p><u>Haj</u></p> <p>One of the five pillars of Islam – why it is very important to every Muslims.</p> <p><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>Recite and write 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 Joseph – Prophet Moses/Aaron.</p> <p>Skills covered: Thinking, reading, writing, listening , speaking</p> <p>Assessment points:</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>Skills covered: Thinking, reading, writing, listening , speaking</p> <p>Assessment points:</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>Assessment points :</p> <ol style="list-style-type: none"> 1. Reading text and answering the questions on here- after 2. Reading text and answering questions on performing salah. 3. Salah practical. 	<p>Skills covered: Thinking, reading, writing, listening , speaking</p> <p>Assessment points:</p> <ol style="list-style-type: none"> 1. Reading text and answers questions on Ramadhan. 2. Reading text and answers questions on fasting in Ramadhan. 3. Listing good deeds that may increase the rewards from Allah s.w.t. 	<p>Skills covered: Thinking, reading, writing, listening , speaking</p> <p>Assessment points:</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><u>Prophet Ibraaheem</u> <u>as</u></p> <p>The contributions of Prophet Ibraaheem to Muslims world nowadays.</p> <p>Skills covered: Thinking, reading, writing, listening , speaking</p> <p>Assessment points:</p> <ol style="list-style-type: none"> 1. Reading text and answers questions on Haj. 2. Reading text and answers questions on Prophets Adam and Ibraaheem.
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PSHE/ Moral	<p><u>Peace and harmony</u></p> <p>Topic: Live together peacefully</p> <p>Skills covered: We should learn to respect one another and <i>live together peacefully</i> despite religious differences, sustainable development in the region.</p> <p style="text-align: center;">Mannerism</p>	<p><u>Peace and harmony</u></p> <p>Topic: Cooperative and helping each other</p> <p>Skills covered: Cooperation is the process of groups working or acting together for common or mutual benefit, without expecting anything from anyone.</p> <p style="text-align: center;">Responsible</p>	<p><u>Respect</u></p> <p>Topic: Show respect to the other countries</p> <p>Skills covered: Each country is unique and shows respect in as many ways. Appreciate, honor and respect the rules in a social context.</p> <p style="text-align: center;">Affection</p>	<p><u>Justice</u></p> <p>Topic: Adopt a fair attitude towards the community</p> <p>Skills covered: Fair action and making fair decisions towards the community regardless of race and religion.</p> <p style="text-align: center;">Courage</p>	<p><u>Honesty</u></p> <p>Topic: Show impartiality in society / community</p> <p>Skills covered: impartiality or fair mindedness 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><u>Cooperative</u></p> <p>Topic: To Cooperate in activities within the community/ society</p> <p>Skills covered: Willingness to do something and working together as a team in order to contribute excellent outcome.</p> <p style="text-align: center;">Tolerance</p>
Sejarah	<p><u>The Malay Kingdom</u></p> <p>Skills covered : Listening, speaking, reading, writing, presentation</p> <p>Assessment points: Project work</p>	<p><u>The Malay Kingdom</u></p> <p>Skills covered : Listening, speaking, reading, writing, presentation</p>	<p><u>Parliamentary Democracy and the General Election Process</u></p> <p>Skills covered : Listening, speaking, reading, writing, presentation</p>	<p><u>Parliamentary Democracy and the General Election Process</u></p> <p>Skills covered : Listening, speaking, reading, writing, presentation</p> <p>Assessment points: Project work</p>	<p><u>The main Components of Malaysian Government Systems</u></p> <p>Skills covered : Listening, speaking, reading, writing, presentation</p> <p>Assessment points: Project work</p>	<p><u>The main Components of Malaysian Government Systems</u></p> <p>Skills covered : Listening, speaking, reading, writing, presentation</p>



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		Assessment points: Project work	Assessment points: Project work			Assessment points: 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: Mastery of the range of skills learnt.</p> <p>Begin to plan and organise as a team (tactics)</p> <p>Begin to Identify ways of using skills and tactics to affect performance.</p>	<p><u>Fitness & Athletics</u></p> <p>Skills covered: Competition / Match play</p> <p>Sprints. Relays. Pace running. Jumps. Throws shot putt. Throws – javelin.</p> <p>Assessment points: Demonstrate the range of skills learnt with increased levels of confidence, accuracy and precision.</p>	<p><u>Aquatics</u></p> <p><u>Swimming</u></p> <p>Skills covered: Level D4 Introduction</p> <p>Body Rotations Sculling proficiency 50m freestyle 50m Backstroke Safe turns. Perform a dive.</p> <p>Assessment points: Begin to be able to demonstrate body rotations.</p> <p>Begin to demonstrate technique for 50m Freestyle.</p> <p>Begin to demonstrate technique for 50m Backstroke.</p>	<p><u>Invasion Games</u></p> <p><u>Basketball / Netball</u></p> <p>Skills covered: Competition / Match play</p> <p>Footwork Shooting (Lay up) Creating space. Attack and defence, positional awareness. Dribbling, beating an opponent. Decision making. Games.</p> <p>Assessment points: Mastery of the range of skills learnt.</p> <p>Begin to plan and organise as a team (tactics)</p> <p>Begin to Identify ways of using skills and tactics to affect performance.</p>	<p><u>Dance & Gymnastics</u></p> <p><u>Dance</u></p> <p>Skills covered: Development of:</p> <p>Levels Speed Expression Timing Control Fluency Choreographing</p> <p>Assessment points: Demonstrate the range of skills learnt with some level of confidence.</p> <p>Choreograph a routine and perform to an audience as part of a group.</p> <p>Control and use of props</p>	<p>Striking and Fielding</p> <p><u>Cricket / Rounders</u></p> <p>Skills covered: Competition / Match play</p> <p>Catching. Fielding. Bowling. Batting. Tactics through games.</p> <p>Assessment points: Mastery of the range of skills learnt.</p> <p>Begin to plan and organise as a team (tactics)</p> <p>Begin to Identify ways of using skills and tactics to affect performance.</p>



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	<p>Begin to analyse strengths and weaknesses of an opponent.</p>		<p>Begin to perform a range of dives.</p>	<p>Begin to analyse strengths and weaknesses of an opponent.</p> <p><u>Net / Wall Games</u></p> <p><u>Badminton / 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: Mastery of the range of skills learnt.</p> <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>
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				Begin to analyse strengths and weaknesses of an opponent.		
Drama	<p><u>Theatre Practitioners</u></p> <p>Skills covered: History of fundamental practitioners. Practitioners' concepts. Applying a variety of practices to own work. Naturalism Non-naturalism</p> <p>Assessment points: Choosing a practitioner and applying their practices to a given scene.</p>	<p><u>Persecution</u></p> <p>Skills covered: Non-naturalistic techniques inc. cross cutting, marking the moment, thought tracking and slow motion. Levels: status Proxemics to show character relations. Emphasis on empathy.</p> <p>Assessment points: Practical exploration of theme in class activities. Group performance on discrimination and its consequences using a variety of</p>	<p><u>Script: Blood Brothers</u></p> <p>Skills covered: Annotating scripts: themes and motifs. Characterisation: backgrounds, objectives and motivation. Inference. From page to stage. Symbolism. Status.</p> <p>Assessment points: Written analysis of practical exploration of a theme. Devised piece of theatre using themes and characters in the play as stimuli.</p>	<p><u>Contemporary Practitioners</u></p> <p>Skills covered: Current practices. Modern devising. Theatre Company roles. Applying a variety of practices to own work. Naturalism Non-naturalism</p> <p>Assessment points: Research of chosen practitioner. Applying modern practices to a set stimulus to devise a performance.</p>	<p><u>Working from stimuli: Being a Theatre Company</u></p> <p>Skills covered: Theatre practitioners Devising methods Collaboration Working from stimuli: imagination and resourcefulness Non-naturalistic vs. Naturalistic theatre Entrepreneurial theatre company skills</p> <p>Assessment points: Creating a theatre company name, concept and style and deciding on business roles within the group (i.e. sound effects, script writing).</p>	



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