

# Year 7 Curriculum

Term Three





## General Overview

DiSCoverry is a holistic program that focuses on student self-development, learning and life skills, which are transferable to learning in all areas and which equip students for life beyond the College.

## Key Topics Explored

- Community
- Emotional Literacy and Wellbeing
- Preparing for Student Led Conferences
- Problem Solving

## Knowledge & Skills

- Students plan and facilitate ways to make positive changes within their community.
- Students practice communication skills to build confidence in introducing people and articulating their learning goals.
- Students develop strategies to promote mental health and wellbeing and build their capacity to understand emotions and body language.
- Students work collaboratively to solve problems by considering possible outcomes and applying a variety of strategies to reach solutions.

## Major Assessments

- Student Led Conference – Collating Learning Goals (published in DiSCoverry Folio).

## For Parents

### How can you help?

1. Discuss learning goals at home using the template in DiSCoverry Learning Tasks, their Review and Reflect book and Continuous Feedback on flagged learning tasks.

### Resources to access more information:

- [Resilience, Rights & Respectful Relationships](#)
- [ELES - Goal Setting Modules](#)



## General Overview

In English this term students will engage in the Student Selected Reading Program. They will develop their understanding of theme, character, setting and plot and will build their essay writing skills. They will engage in the planning, drafting and editing of a short story. Students will continue to use Education Perfect as a tool to develop their spelling, grammar and reading comprehension skills.

## Key Topics Explored

- Short Stories
- Student Selected Reading Program
- Poetry

## Knowledge & Skills

- Analyse the selected novel.
- Plan, draft and edit short stories.
- Plan draft and edit a formal essay.
- Develop spelling, grammar and reading comprehension skills.

## Major Assessments

- 'Holes' Reading Comprehension Project (CAT 04)
- Short Story
- Group Project)
- Informative Oral Presentation (CAT 05)

## For Parents

### How can you help?

1. Check that your child is reading the novel which they selected and talk to them about their reading.
2. Discuss ideas and support your child in the drafting process of their writing but allow them to make their own mistakes as this can be the greatest part of learning.
3. Encourage your child to do additional Education Perfect tasks outside of class.

### Resources to access more information:

- [Education Perfect](#)



## General Overview

Year 7 EAL aims to address the language needs of students from non-English speaking backgrounds. The course focuses on a detailed study of the film as text 'Willy Wonka and the Chocolate Factory'. It is designed to develop communication skills, focusing on reading, speaking, listening and writing. Students watch and study the film and participate in individual and group activities.

## Key Topics Explored

- **Week 1-10:**

Film as text study: 'Willy Wonka and the Chocolate Factory'

Comparative study: 'Charlie and the Chocolate Factory'

## Knowledge & Skills

- Viewing and responding.
- Learning key vocabulary and structures.
- Summarising, ordering and presenting information.
- Character profiles.
- Comparative Writing: 'Charlie and the Chocolate Factory'.

## Major Assessments

- **Week 4:** Text Response Essay: 'Willy Wonka and the Chocolate Factory'
- **Week 8:** Comparative writing tasks

## For Parents

### How can you help?

1. Discuss the film at home.
2. Encourage students to use key vocabulary when completing homework.
3. Encourage students to complete units on Education Perfect.
4. Encourage students to complete exercises in their Round Up text book.

### Resources to access more information:

- Compass

# Health and Physical Education



## General Overview

In Health, students will investigate significant issues focusing around drugs and alcohol. Students will develop an understanding of the properties and consequences of drugs, as well as, form the ability to navigate situations where drugs can be present. In Physical Education, students will experience opportunities to develop their physical fitness and perform complex motor skills related to dance.

## Key Topics Explored

- **Week 1-2:** Harm minimization
- **Week 4:** The impact of drugs
- **Week 5-10:** Nutrition
- **Key sports explored:** Dance, Fitness, Hockey, Table tennis, and Volleyball

## Knowledge & Skills

- Investigating why young people choose to use or not use drugs and alcohol.
- Defining what a drug is.
- Dangers associated with smoking.
- Short- and long-term effects drugs.
- Researching a variety of snack and lunch options, and evaluating nutritional value, value for money and sustainability impacts to create a weekly menu plan.
- Investigating food-serving recommendations from The Australian Guide to Healthy Eating and producing a guide to help students make healthy choices when buying food from the school canteen.
- Analysing food intake, e.g. 24hr food recall.
- Analysing food choices and suggestions for healthy eating.

- Participate in fitness-based activities which develop health and skill related fitness components.
- Gain an understanding of the benefits of physical activity.

## Major Assessments

- **Week 4:** Dance skill acquisition
- **Week 6:** Smoking CAT

## For Parents

### How can you help?

1. Hold discussions on family values on the use of alcohol, drugs and smoking.
2. Discuss the importance of being physically active.
3. Research the Physical activity and sedentary guidelines.

### Resources to access more information:

- [World Health Organisation \(WHO\)](#)
- [Youth Central](#)
- [Quit Smoking](#)

# The Humanities: History



## General Overview

Students learn about key events from ancient civilisations from Australia and Egypt. They look at key skills required to be effective historians. Students use both primary and secondary sources to develop their analytical skills. They come to recognise legacies passed down from ancient civilisations and make links between events from the past and events in the present.

## Key Topics Explored

- **Week 1-3:** Why study history? Skills and concepts for studying history.
- **Week 4-5:** Ancient Australia
- **Week 7-10:** Ancient Egypt

## Knowledge & Skills

- The different methods and sources used by historians and archaeologists to investigate history and/or a historical mystery.
- Analyse and corroborate sources and ask questions about their accuracy, usefulness and reliability.
- Sequence significant events in chronological order to analyse the causes and effects and identify continuities and changes.
- Significant beliefs, values and practices with a particular emphasis on changes to every day life, cause and effect of warfare, and perspectives of death and funerary customs.

## Major Assessments

- **Week 5:** Source Analysis
- **Week 7:** Timeline Task
- **Week 10:** Ancient Egypt Assignment

## For Parents

### How can you help?

1. Encourage your child to discuss what they are learning about history.
2. Hold discussions about the influences from past civilisations that still have an impact on our lives today.

### Resources to access more information:

- [Enhanced Learning Educational Services \(ELES\) website](#)

Suggested topics: Summarising, Assignment Skills, Research Skills

- [JacPlus Online](#) - including interactivities and weblinks.

# Languages: Chinese



## General Overview

Year 7 Chinese focuses on developing students' basic skills of Chinese language, these skills include: listening, speaking, reading and writing. In addition, students develop their knowledge in various Chinese culture.

## Key Topics Explored

- **Week 1-5:** my pet
- **Week 6-10:** my family and my birthday

## Knowledge & Skills

- Basic skills: listening, speaking, reading and writing.
- Cultural awareness.

## Major Assessments

- **Week 4:** Chinese Cultural Project
- **Week 8:** End of Unit Test

## For Parents

### How can you help?

1. Encourage students to revise 20 minutes every day.
2. Have a conversation with your child/ children about what they learned in class today.
3. Check student' workbook and exercise books regularly.
4. Encourage students to use Language Perfect regularly.

### Resources to access more information:

- Student book and Workbook
- [Language Perfect](#)

# Languages: French



## General Overview

French language provides students with communication skills and knowledge to come to understand social, historical, familial relationships and other aspects of the language and culture of the speakers of the language. Students are provided with the tools, through comparison and reflection, to understand language, culture and humanity in a broad sense. In this way, language learning contributes to the development of interculturally aware citizens. In term 3 we are continuing to extend our knowledge of French culture and language.

## Key Topics Explored

- **Week 1-5:** Family
- **Week 6-10:** Animals and adjectives

## Knowledge & Skills

- Having a basic conversation in French.
- Knowing irregular verbs including 'to have' and 'to be'.
- Extending vocabulary to include adjectives and family members.
- Knowing that spelling of adjectives change depending on what is being described.

## Major Assessments

- **Week 2:** Family Tree
- **Week 7:** French Poem

## For Parents

### How can you help?

1. Encourage students to revise 20 minutes every day.
2. Have a conversation with your child/ children about what they learned in class today.
3. Check student' workbook and exercise books regularly.
4. Encourage students to use Language Perfect regularly.

### Resources to access more information:

- Student book and Workbook
- [Language Perfect](#)

# Languages: Italian



## General Overview

Italian provides students with communication skills and knowledge to come to understand social, historical, familial relationships and other aspects of the language and culture of the Italian people. Language learning contributes to the development of interculturally aware citizens.

## Key Topics Explored

- **Week 1-4:** Family Life
- **Week 5-6:** Essere
- **Week 7-10:** Demonstratives

## Knowledge & Skills

- Basic skills: listening, speaking, reading and writing.
- Cultural Awareness.

## Major Assessments

- **Week 5:** Family Tree (CAT 02)
- **Week 8:** Grammar & Listening Assessment (CAT 08)

## For Parents

### How can you help?

1. Encourage students to revise 20 minutes every day.
2. Have a conversation with your child/ children about what they learned in class today.
3. Check student' workbook and exercise books regularly.
4. Encourage students to use Language Perfect regularly.

### Resources to access more information:

- Student book and Workbook
- [Language Perfect](#)

# Mathematics



## General Overview

In Maths, students work on skills based questions to strengthen and consolidate numeracy skills learnt in primary school. These skills are then applied in a range of real world problem solving questions and tasks. Some also begin to explore more abstract applications of their numeracy skills.

## Key Topics Explored

- Decimals
- Algebra and the Cartesian Plane
- Linear Equations

## Knowledge & Skills

- Place value and rounding.
- Converting decimals to fractions.
- Using flowcharts.
- Understanding formulae and substitution.

## Major Assessments

- Decimals Analysis Task
- Linear Equations Topic Test

## For Parents

### How can you help?

1. Encourage your child to consistently complete a small amount of Maths homework each night. It is much more beneficial to practice the skills learnt in class regularly than in one big block.
2. Talk to your child about ways that you use Maths in your everyday life. Students engage much better with Maths when they can see that it is relevant and not just used by a select few occupations. This is promoted in class, but it is great if this message can be reinforced by parents.

### Resources to access more information:

- [Eddie Woo's YouTube channel](#) has great explanations of Maths concepts.
- [Khan Academy](#) has lecture style videos with practice questions included.  
<https://www.khanacademy.org/math/cc-seventh-grade-math>
- [Math Game Time](#) includes games which can help students practice their fluency skills.



## General Overview

A major aim of science is to develop explanations for natural phenomena and events that are supported by evidence. Students will be studying topics listed below this term.

## Key Topics Explored

**7A, 7B, 7C, 7D, 7E**

- **Week 1-5:** Separating mixtures
- **Week 6-10:** Ecosystems

**7F, 7G, 7H, 7I, 7J**

- **Week 1-5:** Forces and machines
- **Week 6-10:** Ecosystems

## Knowledge & Skills

- Students study separating techniques, recognising the difference between pure substances and mixtures, and identifying what a solvent and solute are.
- Students investigate the effects of forces in common situations and how simple machines are used to gain a force or distance /speed advantage.
- Students explore the interactions between living and non-living parts of ecosystems and investigate human impacts upon them.

## Major Assessments

**7A, 7B, 7C, 7D, 7E**

- Separating mixtures Common Assessment Task
- Ecosystem test

**7F, 7G, 7H, 7I, 7J**

- Forces and Machines topic test
- Ecosystem test

## For Parents

### How can you help?

1. Encourage students to read and use external sources to explore scientific ideas and issues and how they relate to the world around them (e.g. fiftieth anniversary of the first moon landings). Students could refer to newspapers, scientific articles, documentaries etc.
2. Parents can review their child's work using the rubrics for major tasks.

### Resources to access more information:

- [CSIRO Double Helix club](#)
- [JacPlus resources](#)
- [Bill Nye: the Science Guy](#)



WORKING TOGETHER, LEARNING TOGETHER