



YEAR 7

Introduction

Year 7 is the first year of Middle School. Your child will be taught by their Home Group teacher for the majority of their time with the remainder of the lessons being taught by specialist teachers. It is our aim to provide an environment in which all students have learning opportunities and challenges. Year 7 provides a supportive transition from a Primary School model towards a Secondary setting. Teaching provides support to encourage students to grow and become increasingly independent.

CHRISTIAN STUDIES

Each week we will be looking at different aspects of the Bible and the way in which a loving God interacts with us. Throughout the week we have short devotions, sharing time opportunity for prayer and Bible reading. Students will have the opportunity to share 5-10 minutes devotions with the class on any topic they choose. We also have regular devotions and prayer times as a class.

ENGLISH

Up to 6 lesson a week will cover writing, reading, spelling and oral language. Students will complete spelling activities with regular tests. The study of the class novel will help students respond to literature in various ways. Different genres will be encountered and students will be given the opportunity to write using various forms and styles. Book reviews and related activities both written and oral, will aim to monitor reading progress and comprehension.

Reading & Viewing

A combination of readers and literature will be used with an emphasis on the literature-based approach. Students will be involved in activities that develop:

- Reading aloud



- Reading comprehension
- Sustained reading
- Listening skills
- Formal lessons in decoding, book study, research skills and proof reading
- Critical analysis of film & media

Students are encouraged to read every night, even if only for a short period.

Written Language

Students will be exposed to and encouraged to experiment with a wide variety of styles.

We will focus on:

- Drafting
- Proof reading
- publishing for a varied audience
- Editing/conferencing
- Self assessment

MATHEMATICS

This year's program contains topics which are designed to stimulate mathematical thinking and communication. Here are some of the major components that will be covered:

- Measurements
- Tables
- Fractions
- Problem solving
- Algebra



- Probability
- Positive and negative numbers
- Angles
- Decimals
- Percentage
- Statistics
- Area & volume
- Geometric figures

We will be utilising “Mathematics for Year 7” Haese & Haese and the “Maths Mate” homework program. To own a basic calculator is encouraged (they are used as required and not relied upon).

Assessment:

A variety of assessment modes are used. Assessment will be both formative and summative.

Assessment will include:

- Regular class tests
- Directed investigations
- Homework
- End of year test

SCIENCE

During this year’s program, students will be introduced to the process of:

- Exploration
- Manipulation
- Observation



- Hypothesising
- Questioning
- Evaluating
- Recording gathering & interpreting data
- Predicting
- Researching
- Designing
- Making
- Testing
- Improving

Course content

The course content aligns with the Australian Curriculum and covers chapters on:

- Mixtures
- Forces
- Planet earth
- Classification
- Interactions between organisms
- The water cycle

GEOGRAPHY

Course content will aim to:

- Develop students' curiosity and wonder of the world's places, people, cultures and environments
- Investigate effects of location and distance and inter-connections between places



- Emphasise the role of the environment in supporting human life and the inter-relationships between people and the environment
- Geography will use an inquiry approach to assist students to make meaning of their world, to plan inquiry and collect and evaluate information; to process, analyse and interpret this data to reach conclusions and share these discoveries with others
- Develop informed, responsible and active citizens who can contribute to the development of a sustainable world

Assessment:

- Textbooks, workbooks and Research assignments
- Student participation
- Tests
- Multimodal presentations
- Group work

HISTORY

Course content:

The Ancient World

Key Questions:

- How do we know about the Ancient past?
- Why and where did the earliest societies develop?
- What emerged as the defining characteristics of ancient societies?
- What have been the legacies of ancient societies?



Key Concepts:

Opportunities to develop historical understanding through key concepts: evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability.

Overview and Depth Study:

Investigating the:

- Ancient Past
- Mediterranean World – Ancient Egypt
- Asian World – Ancient China

Historical Skills:

- Chronology, terms and concepts
- Historical Questions and research
- Analysis and use of sources
- Perspectives and interpretations
- Explanation and communication

CIVICS AND CITIZENSHIP

The civics and citizenship content involves two strands: civics and citizenship knowledge and understanding, and civics and citizenship skills.

A framework for developing students' civics and citizenship knowledge, understanding and skills at this year level is provided by the following key questions:

- How is Australia's system of democratic government shaped by the Constitution?
- What principles of justice help to protect the individual's rights to justice in Australia's system of law?
- How is Australia a diverse society and what factors contribute to a cohesive society?



ECONOMICS AND BUSINESS

The economics and business content at this year level involves two strands: economics and business knowledge and understanding, and economics and business skills.

A framework for developing students' economics and business knowledge, understanding and skills at this year level is provided by the following key questions:

- Why is there a relationship between consumers and producers in the market?
 - Why is personal, organisational and financial planning for the future important for consumers and businesses?
 - How does entrepreneurial behaviour contribute to a successful business?
 - What types of work exist and in what other ways can people derive an income?
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LANGUAGES

Year 7 students will study one semester each of French and Indonesian.

FRENCH

This one semester course is designed to teach introductory conversational language in French. Students will be exposed to aspects of French culture, arts, lifestyle and traditions.

INDONESIAN

This one semester course will cover two topics; Introduction to Indonesian language, and Indonesian food. The focus will be language study with a cultural component threaded through each topic. Throughout the semester students will learn:

- Indonesian common phrases
- How to Introduce themselves



- Indonesian traditional dishes and drinks
 - How to order meal in Indonesian and food etiquette
 - How to make arrangement to eat out and how to tell the time
 - Describing food and eateries
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THE ARTS

VISUAL ARTS

Introduces art students to the fundamentals of drawing and design through various practical tasks including:

- 3 x 5 lettering
- Creative patterns and watercolouring painting
- “My Personal Cityscape” in perspective
- Op Art inspired design

Students will learn to identify features, characteristics and styles of artworks and will develop their use of art vocabulary to analyse artists in focus, particularly the works of Sally Heinrich, David Malangi Daymirringu and Riley Bridget Riley.

DRAMA

Students are introduced to a number of performance skills. They will be encouraged to support one another and become more confident performers throughout the topic.

Students will focus on:

- Building teamwork and trust
- Ensemble and basic performance skills
- Exploring the use of the body and voice



- Using the stage
- Improvisation
- Characterisation
- Clowning
- Children's theatre
- Script writing and storytelling

MUSIC

Aim:

Year 7 Music ensures that, individually and collaboratively, students develop:

- the confidence to be creative, innovative, thoughtful, skilful and informed musicians
- skills to compose, perform, improvise, respond and listen with intent and purpose
- aesthetic knowledge and respect for music and music practices across global communities, cultures and musical traditions
- an understanding of music as an aural art form as they acquire skills to become independent music learners.

Course Content:

- Class band/choir, small group work - rehearsing, performing and composing musical works of varying styles
- Using music technology to compose, arrange, record and mix music
- Analysis of performance
- Theory and aural work

Teaching Methods:

- Music technology (software - Auralia, Musition, Noteflight, Studio One, Soundtrap. Hardware - microphones, amplifiers and mixing consoles)
- Demonstration
- Discussion



- Group and individual work
- Rehearsal process and performance
- Evaluation and reflection

Assessment:

- Knowledge and understanding
- Skills Development

Other information

As Music is a compulsory subject for Year 7, students are encouraged to begin instrumental tuition (30 minutes per week) if they are not doing so already. However, this only becomes a requirement in Year 9. Students are encouraged to audition for extra-curricular ensembles and participate in musical events outside of school hours.

HEALTH AND PHYSICAL EDUCATION

Aims:

The aim of these practical units is to provide students with an enjoyable opportunity to develop and build upon their current sporting abilities and self-esteem through group games/activities. Specific sport skills and rules are taught with fair play and teamwork being a main emphasis. This subject is designed to encourage students in the pursuit of regular physical activity, improve general fitness, teamwork and develop social skills in the context of sporting endeavours. Students will be given opportunities to participate in after school sport and various inter-school competitions over the course of the year.



Course Outline:

Sport units that are covered include, and not limited to are:

● Table Tennis	● Cricket	● Basketball
● Handball	● Touch Football	● AFL 9-a-Side
● Tennis	● Wheelchair Sports	● Athletics
● Volleyball	● Soccer	● Lacrosse

In Year 7 Health, students are encouraged to take responsibility in developing and making informed decisions about their own physical and mental health. Topics that are taught over the course of the year include physical health and wellbeing, nutrition, personal fitness, mental health, basic first aid, personal hygiene, leadership, environmental issues and mentoring. Students are assessed through a variety of methods that include tests, reports, multimodal presentations, oral presentations and bookwork.



HOME ECONOMICS

Home Economics incorporates an introduction to healthy eating and basic design and sewing techniques. This includes developing cooking skills and creating their own puppet.

Course Content:

Food: <ul style="list-style-type: none">● An introduction to safety in the kitchen● Cooking healthy snacks● Use of food preparation equipment● Sustainability in the kitchen● Food presentation	Nutrition: <ul style="list-style-type: none">● A basic understanding of the importance of a healthy lifestyle.● How to cook various healthy snacks	Textiles: <ul style="list-style-type: none">● An introduction to the sewing machine● Designing and constructing a puppet
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Assessment:

- Practical sessions
 - Organisation and time management
 - Team collaboration
 - Skill development and knowledge
 - Presentation and plating
 - Safety and Hygiene
- Bookwork
- Research task



DESIGN AND TECHNOLOGY

Students use the design process of Investigating, Planning, Producing and Evaluating. Students investigate various designs based on their interest, plan suitable design solutions and then produce and evaluate their design. Computer Aided Design is used to draw the design ideas and laser cutting is used to cut out an acrylic mirror. Students also get an opportunity to devise a product of their own choice.

Course Content:

- SAFETY: general workshop, hand tools and basic machines
- CAD: Computer-aided drawing and 3D modelling
- Heating and bending acrylic
- 3D Printing

Assessment:

- Design Folio – Investigation, Planning, Producing and Evaluation
- Design ideas
- Knowledge and understanding
- Computer Aided Design
- Time and resource management
- Projects produced

DIGITAL TECHNOLOGIES

Learning in Digital Technologies focuses on further developing understanding and skills in computational thinking such as decomposing problems and prototyping; and engaging students with a wider range of information systems as they broaden their experiences and involvement in national, regional and global activities.



Course content:

- Interactive website design
- HTML using www.codecademy.com
- Networks
- Lego Robotics using Mindstorm software

Objectives:

- Plan and manage digital projects to create interactive information.
- Define and decompose problems in terms of functional requirements and constraints.
- Design user experiences and algorithms incorporating branching and iterations, and test, modify and implement digital solutions.
- Evaluate information systems and their solutions in terms of meeting needs, innovation and sustainability.
- Analyse and evaluate data from a range of sources to model and create solutions.
- Use appropriate protocols when communicating and collaborating online.

Assessment:

- Tutorial completion
- Project and assignment work
- Skill demonstration

CURRICULUM SUPPORT

Support is available for students who have a diagnosed Disability or Learning Difficulty, or a school identified delay in skill development (eg: two years behind peers in reading/spelling). Classes occur through withdrawal from Languages and are restricted to



small groups. Participation in this subject requires consultation and agreement between parents, class or subject teachers, support staff and the Head of School.

Pupils must be identified as ***requiring***:

- Targeted work on a range of general curriculum skills eg. spelling/tables
- Additional supervised time to complete homework and assignments
- Further explanation of concepts and skills in specific subject areas such as English, Maths or Science.

There is usually one independent work session per week during which, students may choose to bring work which they need time or assistance to complete. Executive functions such as goal setting, task analysis, prioritisation and time management are a key focus at this time. The second lesson is flexible and dependent upon overall student needs.

Skills covered may include:

- Spelling
- Relevant Maths topics including tables fluency
- Paragraph construction
- Vocabulary development through exposure to literature and other text forms
- Persuasive writing practice
- Note taking

Selection of this subject requires consultation and agreement between parents, class or subject teachers, support staff and the Head of School.



EXTENSION PROGRAMMES

Launch programs and events are available for students who have been identified as gifted and talented. Students who have a special interest in a particular area may also be invited to participate. Identification processes and include:

- Teacher observation and nomination
- Work samples
- Student interest surveys
- Parent surveys
- Middle Years Attainment Test (MYAT)
- National Assessment Program – Literacy and Numeracy (NAPLAN) test
- Identification checklists

Launch events provide gifted and talented students with appropriately challenging enrichment, extension and acceleration experiences. They occur through withdrawal from classes as well as lunch time and after school clubs. Events can include the Future Problem Solving, Tournament of Minds, Debating, Chess interschool tournaments, Mathematics and Informatics Olympiad programs and competitions, Rostrum, Speaking Competitions, da Vinci Decathlon, First Lego League, Brain Bee and the Oliphant Science Awards. Specialized workshop days that focus on extending and enriching an identified learning outcome. Growth Mindset strategies are taught and implemented.