

# Year 7 Curriculum Overview

## 2026

### English

Term 1	Term 2	Term 3	Term 4
<b>Creative Short Stories</b>	<b>Persuasive Issues</b>	<b>Novel Study – Tiger Daughter</b>	<b>Film Study - Mulan</b>
<ul style="list-style-type: none"> <li>Developing descriptive writing to create characters and setting</li> <li>Using inference to analyse characters in a text</li> <li>Creating imaginative short stories using narrative conventions</li> </ul>	<ul style="list-style-type: none"> <li>Identifying features of persuasive texts</li> <li>Using supporting evidence</li> <li>Analysing the effectiveness of arguments</li> <li>Writing persuasive texts using evidence</li> </ul>	<ul style="list-style-type: none"> <li>Using comprehension strategies to form opinions on character and themes.</li> <li>Identifying and analysing themes in a novel</li> <li>Developing paragraphs responding to characters and themes</li> </ul>	<ul style="list-style-type: none"> <li>Analysing how film techniques shape character.</li> <li>Interpreting themes in visual texts</li> <li>Comparing how characters and ideas are portrayed</li> <li>Writing creative responses to text.</li> </ul>

### Maths

Term 1	Term 2	Term 3	Term 4
<b>Number</b>	<b>Real Number</b>	<b>Statistics</b>	<b>Space &amp; Geometry</b>
<ul style="list-style-type: none"> <li>Working with integers, powers, roots and factors</li> </ul>	<ul style="list-style-type: none"> <li>Solving problems involving fractions, decimals, percentages and ratios</li> </ul>	<ul style="list-style-type: none"> <li>Creating and interpreting graphs and diagrams of data</li> <li>Analysing numerical data by calculating mean, median, mode and range</li> </ul>	<ul style="list-style-type: none"> <li>Calculating unknown angles involved in triangles, quadrilaterals and parallel lines</li> </ul>
<b>Measurement</b>	<b>Chance</b>	<b>Algebra</b>	<b>Linear Relationships</b>
<ul style="list-style-type: none"> <li>Calculating perimeter, area and volume of various 2D and 3D shapes</li> </ul>	<ul style="list-style-type: none"> <li>Conducting experiments and calculating basic probabilities</li> </ul>	<ul style="list-style-type: none"> <li>Introduction to algebra vocabulary</li> <li>Simplifying expressions using the four operations</li> </ul>	<ul style="list-style-type: none"> <li>Plotting points on a graph and identifying relationships</li> <li>Solving linear equations</li> </ul>
		<b>Financial Maths</b>	
		<ul style="list-style-type: none"> <li>Calculating profit and loss in financial contexts.</li> </ul>	

## Humanities

Term 1	Term 2	Term 3	Term 4
<b>Ancient Australia - History</b>	<b>Water in the World - Geography</b>	<b>Democracy - Civics and Citizenship</b>	<b>Business is Booming - Business and Economics</b>
<ul style="list-style-type: none"> <li>• Chronology and timelines</li> <li>• Analyse primary and secondary sources to understand Australia before 1788</li> </ul>	<ul style="list-style-type: none"> <li>• Interpreting, creating and analysing maps and data</li> </ul>	<ul style="list-style-type: none"> <li>• Compare and contrast governments from Ancient Greece to now</li> <li>• Exploring continuities and changes in democracy over time</li> <li>• Investigating contemporary issues</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction to business and economics</li> <li>• Application of business concepts to students' own business idea</li> </ul>
	<b>Place and Liveability - Geography</b>		
	<ul style="list-style-type: none"> <li>• Understand the factors of liveability</li> <li>• Plan and create a liveable city</li> </ul>		

## STEM

Term 1	Term 2	Term 3	Term 4
<b>Introduction to STEM</b>	<b>Biology</b>	<b>Physics</b>	<b>Earth and Space</b>
<ul style="list-style-type: none"> <li>• Practise problem solving skills we can use in STEM</li> <li>• Lab equipment and safety</li> </ul>	<ul style="list-style-type: none"> <li>• Food webs and food pyramids</li> <li>• Biotic and abiotic factors</li> <li>• Ecosystems</li> <li>• Dichotomous keys</li> </ul>	<ul style="list-style-type: none"> <li>• Balanced and unbalanced forces</li> <li>• Newtonian forces</li> <li>• Simple machines</li> </ul>	<ul style="list-style-type: none"> <li>• Renewable and non-renewable resources</li> <li>• Positions of Earth, the Sun and the Moon</li> <li>• Day/night cycle</li> <li>• Seasons</li> </ul>
<b>Chemistry</b>			
<ul style="list-style-type: none"> <li>• Mixtures</li> <li>• Separation techniques</li> <li>• Atomic structure</li> <li>• Particle theory</li> </ul>			

## Health

Term 1	Term 2	Term 3	Term 4
<b>The Dimensions of Health &amp; Bullying</b>	<b>Safety</b>	<b>Changing &amp; Growing</b>	<b>Nutrition</b>
<ul style="list-style-type: none"> <li>• About the different types of bullying behaviour</li> <li>• How to identify bullying behaviour and develop strategies to combat the behaviour</li> <li>• How to protect their privacy when using the internet and social media</li> </ul>	<ul style="list-style-type: none"> <li>• The key aspects of the Sun Smart campaign and practices</li> <li>• Short-term and long-term effects tanning has on the body</li> <li>• Knowledge of water safety strategies</li> <li>• Safe behaviours and help seeking strategies when communicating, learning and playing games online</li> <li>• Strategies to reduce the risk of harm as a pedestrian</li> </ul>	<ul style="list-style-type: none"> <li>• Explore the changes that occur throughout the lifespan</li> <li>• Physical, social and emotional changes throughout puberty</li> <li>• Consent education</li> </ul> <p style="text-align: center;"><b>My Body</b></p> <ul style="list-style-type: none"> <li>• Explore the different body systems</li> <li>• Identify the bones in the body</li> <li>• Name the main muscles in the body and how they are used for movement</li> <li>• Explore the cardiorespiratory system</li> <li>• Explore the nervous system</li> <li>• Explore the digestive system</li> </ul>	<ul style="list-style-type: none"> <li>• Roles and functions of nutrients</li> <li>• Investigating the Australian Dietary Guidelines</li> <li>• Analysing the different food groups</li> <li>• Analysing food information and food labels</li> </ul>

## Physical Education

Term 1	Term 2	Term 3	Term 4
<b>Volleyball &amp; Athletics</b>	<b>Netball, AFL &amp; Soccer</b>	<b>Touch Rugby, Lacrosse and Basketball</b>	<b>Softball &amp; Cricket</b>
<ul style="list-style-type: none"> <li>• Skill acquisition, rules of the game and strategic thinking skills</li> <li>• Volleyball: dig, set, serve</li> <li>• Athletics: introducing all track and field events and the rules for each event.</li> <li>• Fitness Testing: implementation of various fitness tests to measure power, endurance, agility, speed and strength.</li> </ul>	<ul style="list-style-type: none"> <li>• Skill acquisition, rules of the game and strategic thinking skills</li> <li>• Netball: passing, catching, footwork, goaling and the knowledge of the different positions</li> <li>• AFL: handballing, kicking and marking</li> <li>• Soccer: dribbling, passing, goal shooting</li> </ul>	<ul style="list-style-type: none"> <li>• Skill acquisition, rules of the game and strategic thinking skills</li> <li>• Touch Rugby: passing backwards, running with the ball, offensive and defensive strategies</li> <li>• Lacrosse: throwing, catching, passing to a team mate on the move, goal scoring</li> <li>• Basketball: passing, catching, shooting from various points on the court, offensive and defensive strategies.</li> </ul>	<ul style="list-style-type: none"> <li>• Skill acquisition, rules of the game and strategic thinking skills</li> <li>• Softball: batting, pitching, throwing, catching, running between the bases, fielding</li> <li>• Cricket: batting, bowling, throwing, catching, running between the wickets, fielding</li> <li>• Fitness Testing: implementation of various fitness tests to measure power, endurance, agility, speed and strength</li> </ul>

## Performing Arts

Term 1	Term 2	Term 3	Term 4
<b>Elements of Drama</b>	<b>Elements of Drama</b>		
Introduction to key Drama concepts. Including Expressive Skills and Performance Skills.	Introduction to the Elements of Drama, including Mime, Radio and Script performing.	To be confirmed.	To be confirmed.

## Food Technology

Students study for one semester	
<b>Introduction to Food Technology, Food Preparation and Equipment</b>	<b>Australian Guide to Healthy Eating And School Lunches</b>
<ul style="list-style-type: none"> <li>• Hygiene and safety within the kitchen.</li> <li>• Knife safety and skills such as cutting and dicing.</li> <li>• Safe practices when using the stove top.</li> <li>• Techniques and uses of an oven for food preparation</li> <li>• Introduction to design briefs to investigate, plan, create and evaluate food products.</li> <li>• Prepare and cook a range of cuisines whilst refining safe kitchen practices and skills</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the AGHE and dietary requirements for a well-balanced diet.</li> <li>• Use design briefs to investigate, plan, create and evaluate food product solutions.</li> <li>• Explore the factors that influence food choice and selection amongst adolescence.</li> <li>• Prepare and cook a range of dishes that meet the AGHE and would suit adolescents' school lunches.</li> </ul>

## Visual Art

Students study for one semester	
Colour	Ceramics and Perspective
<ul style="list-style-type: none"> <li>• Colour mixing and blending</li> <li>• Tints and shades</li> <li>• Identifying the background, middle ground and foreground of a painting</li> <li>• Planning and creating a themed acrylic painting</li> <li>• Colour and Emotion</li> <li>• Complementary and Analogous Colours</li> </ul>	<p><b>Ceramics</b></p> <ul style="list-style-type: none"> <li>• Introduction to ceramics</li> <li>• Plan, sculpt and glaze a pinch pot</li> </ul> <p><b>One Point Perspective</b></p> <ul style="list-style-type: none"> <li>• Introduction to perspective</li> <li>• Use of the horizon and vanishing point</li> <li>• Drawing rectangular objects</li> <li>• Adding depth to scenes</li> </ul>

## Music

Term 1	Term 2	Term 3	Term 4
<b>The drum kit</b>	<b>The ukulele and the guitar</b>	<b>The bass guitar and the keyboard</b>	<b>Band Carousel</b>
<ul style="list-style-type: none"> <li>• Instrument anatomy and notation</li> <li>• Appropriate instrument technique</li> </ul>	<ul style="list-style-type: none"> <li>• Instrument anatomy, chord diagrams and tablature</li> <li>• Appropriate instrument technique</li> </ul>	<ul style="list-style-type: none"> <li>• Instrument anatomy, treble clef notation, and tablature.</li> <li>• Appropriate instrument technique.</li> </ul>	<ul style="list-style-type: none"> <li>• Instrument practice, band formation, rehearsal, and performance.</li> </ul>