

STRATHMORE SECONDARY COLLEGE

YEAR 7 – 2026
SUBJECT GUIDE

Core Subjects

YEAR 7 ENGLISH
YEAR 7 MATHEMATICS
YEAR 7 SCIENCE
YEAR 7 HUMANITIES
YEAR 7 HEALTH & PHYSICAL EDUCATION

Enrichment Subjects

YEAR 7 ADVANCED ENGLISH
YEAR 7 ADVANCED MATHEMATICS
YEAR 7 STEAM

Individual Program Units

YEAR 7 GREEK
YEAR 7 ITALIAN
YEAR 7 JAPANESE
YEAR 7 SUPPORT FOR LITERACY
YEAR 7 DANCE
YEAR 7 DRAMA
YEAR 7 MEDIA
YEAR 7 MUSIC
YEAR 7 DESIGN & TECHNOLOGY
YEAR 7 DIGITAL TECHNOLOGIES
YEAR 7 FOOD TECHNOLOGY
YEAR 7 SYSTEMS TECHNOLOGY
YEAR 7 ART 1: BUGS & BUILDINGS
YEAR 7 ART 2: REAL & IMAGINED

Semester 1 Using Language to Persuade Reading and Viewing – Things a Map Won't Show You Reading Program	<i>Learning Tasks</i>	
	Term 1	Term 2
	<ul style="list-style-type: none"> • Charity Campaign <ul style="list-style-type: none"> ○ Speech ○ Multi-modal presentation 	<ul style="list-style-type: none"> • Creating Texts • Text Response (passage analysis and paragraph writing)

Overview:

Reading and Viewing: Over the course of this semester, students engage with a range of texts—including persuasive speeches, poetry, and short stories—from diverse cultural and social contexts. They summarise key ideas and explore how meaning is created.

Writing: When creating written and spoken texts, students convey ideas and information to a specific audience. They select textual details appropriate for purpose and include appropriate multimodal or digital elements. They review and edit their own and others' texts and reflect on these processes.

Speaking and Listening: Students discuss and present ideas, using evaluative language and evidence in response to texts. They deliver structured spoken texts suited to purpose and audience, incorporating multimodal elements and using formal language with effective delivery techniques.

<p>Term 1</p> <p>Key Skills</p> <ul style="list-style-type: none"> • analyse the ways in which language features shape meaning and vary according to audience and purpose VC2E7LY05 • identify and describe how texts are structured differently depending on their purpose, and how language features vary in texts VC2E7LA03 • review and edit texts and reflect on these processes VC2E7LY09 • explore how still images can be used to create a perspective VC2E7LA07 • deliver structured spoken texts for a specific purpose and audience, employing formal language and using appropriate features of voice VC2E7LY02 <p>Learning Habits</p> <ul style="list-style-type: none"> • <i>Communication – share ideas with others and listen to others</i> • <i>Curiosity – explore a charitable cause / charity to develop a campaign</i> <p>Term 2</p> <p>Key Skills</p> <ul style="list-style-type: none"> • identify and explore ideas, points of view, characters, events and/or issues in literary texts, drawn from different contexts by Aboriginal and Torres Strait Islander authors and a wide range of Australian and world authors VC2E7LE01 • explore the ways that literary devices are used to create character, and influence emotions and opinions in a range of texts VC2E7LE03 • identify and explain the ways that characters, settings and events combine to create meaning in literary texts VC2E7LE04 • identify and explain how literary devices create layers of meaning and aesthetic qualities in literary texts, including poetry VC2E7LE05 • create texts that experiment with literary language features and devices VC2E7LE06 • use comprehension strategies to analyse and summarise VC2E7LY07 • review and edit texts and reflect on these processes VC2E7LY09 <p>Learning Habits</p> <ul style="list-style-type: none"> • <i>Self-motivation – using feedback for individual goal-setting purposes</i> • <i>Creativity - innovate and create new ways to convey ideas</i> 	<p>Home Learning: To consolidate classwork, students should:</p> <ul style="list-style-type: none"> • Reread texts for study • Discuss texts with others • Engage with research <p>Parents/Guardians can support their student by:</p> <ul style="list-style-type: none"> • Discussing topics and texts with the student. • Watching charity campaigns or researching together • Reflecting on feedback provided by the teacher. • Supporting the student to read / reread the texts for study <p>Resources to access more information:</p> <p>English curriculum details Fiction Writing Non-Fiction Writing Guides Punctuation Grammar</p>
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Semester 2

Creating Texts (Media)
Reading and Viewing – Fantastic Mr Fox (film)
Literature Circles
Reading Program

Learning Tasks

Term 3

- Media – news report
- Text response (analytical essay)

Term 4

- Literature Circles (podcasting assessment)

Overview:

Reading and Viewing: Over the course of this semester, students engage with a range of texts, including films and novels. They explain how characters, settings, and events create meaning, and explore how perspective is shaped through images and sound. Students summarise ideas and express informed opinions about texts.

Writing: Students communicate ideas and information for a specific audience and purpose. They incorporate appropriate multimodal or digital elements, use structured sequencing for cohesion, and apply vocabulary and language features drawn from the texts studied. Students also review, edit, and reflect on their own and others' writing.

Speaking and Listening

Students discuss and present ideas, including responses to texts, using evaluative language and supporting their views with evidence. They make purposeful choices suited to audience, context, and purpose, incorporating multimodal or digital elements where appropriate. Students use formal language and apply effective features to enhance delivery.

Term 3

Key Skills

- explore the ways that literary devices and language features, such as dialogue, and moving images are used to create character, and to influence emotions and opinions in a range of literary texts VC2E7LE03
- identify and explain the ways that characters, settings and events combine to create meaning in literary texts VC2E7LE04
- explore the role of vocabulary in building specialist and technical knowledge, including terms that have both everyday and technical meanings VC2E7LA08
- analyse the ways in which language features shape meaning and vary according to audience and purpose VC2E7LY05
- explain the structure of ideas such as the use of taxonomies, cause and effect, extended metaphors and chronology VC2E7LY06
- create texts, selecting aspects of subject matter and particular language and print, multimodal and/or digital elements to convey information VC2E7LY08
- review and edit texts and reflect on these processes VC2E7LY09

Learning Habits

- *Creativity - use imagination to innovate and create new ways to convey ideas*
- *Curiosity – explore an issue for news reporting using inquiry skills*

Term 4

Key Skills

- understand the language of evaluation and substantiation VC2E7LA02
- develop an opinion about characters, settings and events, identifying areas of agreement and difference with others and justifying a response VC2E7LE02
- use interaction skills when discussing ideas and information, including evaluations of the features of texts VC2E7LY01
- use comprehension strategies to analyse and summarise information and ideas VC2E7LY07

Learning Habits

- *Communication – share ideas with others and listen to those shared by others*

Home Learning:

To consolidate classwork, students should:

- Reread / rewatch texts
- Discuss texts with others
- Study media texts e.g. news reports

Parents/Guardians can support their student by:

- Supporting the student to reread / rewatch the texts for study
- Reading or watching news reports together
- Discussing topics and texts with the student.
- Reflecting on feedback provided.

Resources to access more information:

[English curriculum details](#)
[Film: Fantastic Mr Fox](#)
(available through student Clickview login)
[How to Write a News Report](#)
[Punctuation](#)
[Grammar](#)
[Spelling](#)

Semester 1

Computation with positive integers
 Number properties and patterns
 Fractions
 Decimals and percentages
 Algebra

Learning Tasks

Term 1	Term 2
Computation with positive integers Number properties and patterns Fractions	Decimals and percentages Algebra

Overview:

Mathematics in Year 7 focuses on building a strong foundation in essential numeracy skills while fostering logical reasoning and problem-solving abilities. Throughout the semester, students will engage in independent work, hands on activities and collaborative tasks to deepen their understanding of key mathematical concepts. By exploring topics such as Computation with Positive Integers, Number Properties and Patterns, Fractions, Decimals and Percentages, and Algebra, students will develop the ability to analyse problems, recognise patterns, and apply mathematical principles in both theoretical and real-world contexts. The course aims to inspire confidence and curiosity in mathematics, encouraging students to see its relevance in everyday life.

Term 1

Key Skills

- Identify, compare, convert, and perform operations (addition, subtraction, and multiplication) with whole numbers
- Define, calculate, and represent factors, multiples, primes, LCM, HCF, prime factors, perfect squares, roots, and powers using index notation.
- Analyse patterns, apply rules, and use the Cartesian plane to interpret and plot coordinates.
- Represent, simplify, convert, and find equivalent fractions, improper fractions, and mixed numbers, using the highest common factor.
- Compare, order, add, subtract, multiply, and divide fractions, ensuring common denominators and simplifying answers where needed.
- Create a bound book, write clear notes, provide examples, and review regularly to strengthen understanding.
- Collaborate with peers, communicate mathematical reasoning clearly, and justify conclusions.
- Unpack worded problems, identify key information, and link them to relevant concepts.
- Represent mathematical information in various forms, such as diagrams, graphs, and tables.

Term 2

Key Skills

- Compare, order, add, subtract and multiply decimals, rounding answers appropriately in real-world and mathematical problems
- Calculate percentages of amounts, convert between fractions, decimals, and percentages, and solve percentage increase/decrease.
- Define and use pronumerals, terms, expressions, like terms, and mathematical operations in correct algebraic formats.
- Simplify expressions, substitute values, and represent problems using algebraic models, including fractions and multiplication.

Learning Habits

Self-motivation - Set goals, take initiative, and actively engage.

Communication - Share ideas clearly, use proper terminology, and justify reasoning in maths discussions and solutions.

Resilience - Persevere through challenges and learn from mistakes.

Curiosity - Explore mathematical concepts and seek deeper understanding.

Home Learning:

To consolidate classwork, students should:

- Review lesson notes and reflect on their learning.
- Complete textbook questions and assigned tasks.
- Use Mathspace for additional practice and problem-solving.

Parents/Guardians can support their student by:

- Discussing topics with student.
- Encouraging growth mindset.
- Reflecting on feedback provided by the teacher.
- Encouraging and directing students to use Mathspace

Resources to access more information:

<https://mathspace.co/au>

Semester 2 Negative Numbers Geometry Measurement Equations Statistics and Probability Transformations	Learning Tasks	
	Term 3 Negative Numbers Geometry Measurement	Term 4 Equations Statistics and Probability

Overview:
 Mathematics in Year 7 focuses on building a strong foundation in essential numeracy skills while fostering logical reasoning and problem-solving abilities. Throughout the semester, students will engage in independent work, hands on activities and collaborative tasks to deepen their understanding of key mathematical concepts. By exploring topics such as Negative Numbers, Geometry, Measurement, Equations, Statistics and Probability and Transformations students will develop the ability to analyse problems, recognise patterns, and apply mathematical principles in both theoretical and real-world contexts. The course aims to inspire confidence and curiosity in mathematics, encouraging students to see its relevance in everyday life.

<p>Term 3</p> <p>Key Skills</p> <ul style="list-style-type: none"> Perform operations with positive and negative numbers, including order of operations. Classify triangles, quadrilaterals, and angles, and apply angle sum rules. Convert metric units, find perimeter, area, and volume of shapes. Solve problems using scale drawings, maps, and proportional reasoning. <p>Learning Habits</p> <p>Resilience - Persevere through challenges and learn from mistakes. Curiosity - Explore mathematical concepts and seek deeper understanding.</p> <p>Term 4</p> <p>Key Skills</p> <ul style="list-style-type: none"> Use algebraic techniques to simplify expressions and solve linear equations. Organise data into tables and graphs, and interpret bar graphs, histograms, and stem-and-leaf plots. Find mean, median, mode, and range; understand probability as a fraction, decimal, or percentage. Perform translations, reflections, rotations, and dilations on a Cartesian plane. Identify symmetry and congruent shapes using transformations. <p>Learning Habits</p> <p>Self-motivation - Set goals, take initiative, and actively engage in improving mathematical skills. Communication - Share ideas clearly, use proper terminology, and justify reasoning in maths discussions and solutions.</p>	<p>Home Learning: To consolidate classwork, students should:</p> <ul style="list-style-type: none"> Review lesson notes and reflect on their learning. Complete textbook questions and assigned tasks. Use Mathspace for additional practice and problem-solving. <p>Parents/Guardians can support their student by:</p> <ul style="list-style-type: none"> Discussing topics with student. Reflecting on feedback provided by the teacher. Encouraging growth mindset. Encouraging and directing students to use Mathspace <p>Resources to access more information:</p> <p>https://mathspace.co/au</p>
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Semester 1 States of Matter Forces Earth Moon and Sun	<i>Learning Tasks</i>	
	Term 1	Term 2
	States of Matter test	Forces Practical Report Earth Moon and Sun science communication task

Overview:

In Semester 1 students learn about Chemistry through the States of Matter unit and Physics through the Forces and Earth Moon and Sun topics.

Science in Year 7 focuses on developing fundamental skills to learn safely in a science laboratory. Across the year students are exposed to all strands of the science curriculum – Biology, Chemistry, Physics, Environmental and Earth and Space Sciences. With access to science laboratories, students can learn through hands-on practical learning and classroom instruction, developing the skills to address their own questions about the nature of the world around them. Content is embedded with key science skills, including report writing; investigation design; questioning; predicting; evaluating data and investigation design. Students learn to apply critical thinking skills to ask questions of the world around them and consider evidence that backs the content they are learning.

Term 1

Key Skills

- Safety in the lab.
- Describe the properties of solids, liquids and gases.
- Model the arrangement of particles in solids, liquids and gases.
- Identify variables in investigation design, and to write a scientific report.
- Safely light a Bunsen Burner.
- Describe different types of mixtures.
- Compare and contrast separation techniques.

Learning Habits

Resilience – seeking support and trying new skills.

Self-motivation – set goals, seek feedback, take initiative to undertake research to support explanations in reports and science communication.

Communication – using precise science vocabulary.

Term 2

Key Skills

- Describe real life examples of forces acting on objects
- Make connections between the mass of an object and friction.
- Classify a force as a push, pull or twist.
- Explain the effect of gravity on objects, the Earth, Moon and Sun.
- Model the relative movements of the Earth Moon and Sun in a science communication task.
- Represent investigation findings using appropriate graphs or other visual representations.
- Explain why different regions of Earth experience different seasons.

Learning Habits

Curiosity – asking questions, linking learning to wider contexts.

Creativity – presenting learning in a variety of formats, considering the factors that might impact investigations.

Home Learning:

To consolidate classwork, students should:

- Ensure all assigned class tasks are completed.
- Complete assigned Stile lessons.
- Write summaries or flash cards of new material learned.

Parents/Guardians can support their student by:

- Asking their student to explain new concepts they've learned.
- Checking in on assigned homework and/or class task progress.
- Reflecting on feedback.

Resources to access more information:

Google Classroom

StileApp (students log in with

Microsoft with school credentials)

<https://stileapp.com>

Semester 2 Classification Habitats and Interactions Energy Resources	Learning Tasks	
	Term 3	Term 4
	Classification test Habitats and Interactions documentary project	Energy and Resources science report

Overview:

In Semester 2 students learn about Biology through the Classification and Habitats and Interactions topics; and Physics through the Energy and Resources topic.

Students continue to reinforce key science skills from Semester 1, applying these skills to new content areas. Science communication skills are expanded through the production of a documentary in Term 3, which is linked to an excursion to Werribee Open Range Zoo. An experimental investigation in Resources provides students an opportunity to show progress on their formal report writing skills developed in Semester 1 in another context. Students will continue to explore their learning through opportunities for hands-on learning in the laboratory setting throughout the semester.

Term 3

Key Skills

- Classify something as living, non-living or dead.
- List the levels of classification.
- Explain how animals are adapted to their environments.
- Analyse and construct a food web.
- Collaborate with peers to produce a documentary.

Learning Habits

Creativity and Communication – using multimedia presentation formats to communicate in science.

Resilience and Self-motivation – contribute to working in a group and taking responsibility for a given role or task.

Term 4

Key Skills

- Describe different types of energy.
- Explain energy transformations.
- Compare advantages and disadvantages of renewable and non-renewable resources.
- Explain how electricity can be generated.
- Design an investigation related to the efficiency of solar panels

Learning Habits

Curiosity – using investigations to test questions and hypotheses about forces.

Communication – using science vocabulary when communicating ideas.

Home Learning:

To consolidate classwork, students should:

- Ensure all assigned class tasks are completed.
- Complete assigned Stile lessons.
- Write summaries or flash cards of new material learned.

Parents/Guardians can support their student by:

- Asking their student to explain new concepts they've learned.
- Checking in on assigned homework task progress.
- Reflecting on feedback.

Resources to access more information:

Google Classroom

StileApp (students log in with

Microsoft with school credentials)

<https://stileapp.com>

Semester 1 Geography: Water in the World Geography: Place and Liveability Economics and Business	<i>Learning Tasks</i>	
	Term 1	Term 2
	Geography Skills Test Water Scarcity Awareness Campaign	Liveability fieldwork report

Overview: Year 7 Geographers develop their geospatial skills through the study of two topics: Water in the World and Place and Liveability. Water in the World examines the many uses of water, how it is valued and how it is used as a resource, as well as the scarcity of water in the world. Place and Liveability examines how we decide what liveability means, what services and facilities we need to support and enhance our lives, and how people manage places. The Economics and Business unit introduces students to explore how individuals, businesses and governments make decisions to efficiently allocate resources. Students focus on key skills, consumer rights and responsibilities, and setting and achieving financial goals.

Term 1

Key Skills

- Develop questions for a geographical inquiry related to a phenomenon, issue or challenge.
- Represent and describe information and data using a range of formats, including maps constructed with geospatial technologies
- Consider ethical values and draw evidence-based conclusions based on the evaluation of the information and data on a geographical phenomenon, issue or challenge using the concepts of space, change, interconnection and environment
- Create and present explanations and responses, using geographical knowledge, concepts and methods, and referring to sources

Learning Habits

Resilience – Effectively adapts to changed circumstances

Creativity - Use their imagination to innovate and create new ways to do something

Term 2

Key Skills

- Collect, organise and process information and data from primary and secondary sources, including fieldwork, and using geospatial technologies and digital tools as appropriate
- Interpret and analyse information and data to identify similarities and differences and explain patterns, relationships and trends
- Identify a strategy for action in relation to environmental, economic, social or other factors, explain potential impacts and develop appropriate actions
- Develop and apply questions to investigate contemporary economic, business, work or financial issues and systems

Learning Habits

Communication - Listen to people's ideas/viewpoints to gain a better understanding

Curiosity - Care about knowing about a subject, and put in effort to do so

Home Learning:

To consolidate classwork, students should:

- Discuss topics with others
- Engage with wider source material, e.g. documentaries, articles
- Self-assess understanding and progress

Parents/Guardians can support their student by:

- Discussing topics with student.
- Watching documentaries or reading articles together.
- Reflecting on feedback provided by the teacher.

Resources to access more information:

Resources on a range of Humanities' subjects:

<https://www.nationalgeographic.org>

Geography and Economics & Business Victorian Curriculum

<https://f10.vcaa.vic.edu.au/learning-areas/humanities>

Semester 2 Civics and Citizenship History: Ancient Australia History: Ancient Rome	<i>Learning Tasks</i>	
	Term 3	Term 4
	Civics & Citizenship and Economics & Business test Ancient Australia source analysis	Ancient Rome research task

Overview:

The Civics and Citizenship unit explores how Australia’s secular system of government supports a diverse society with shared values. Students also examine what it means to be Australian by identifying the reasons for and influences that shape national identity.

Year 7 Historians study our earliest human communities through to the end of the ‘Ancient’ period of history (60,000 BCE – 650 CE). They will study how societies developed and how they were organised, including important discoveries and unsolved mysteries of the time periods. The focus is on *Ancient Australia and Ancient Rome*.

Term 3

Key Skills

- Identify how values can promote cohesion within Australian society, including the values of freedom, respect, inclusion, civility, responsibility, compassion, equality, and a “fair go”.
- Examine how citizens can participate in Australia’s democracy, including the use of the electoral system, contact with elected representatives, use of lobby groups, interest groups, and direct action.
- Examine how national identity can shape a sense of belonging and examine different perspectives about Australia’s national identity, including Aboriginal and Torres Strait Islander peoples’ perspective.

Learning Habits

Communication – Voice opinions, ideas, and emotions with others
 Curiosity – Ask questions to learn from others

Term 2

Key Skills

- Explain the features, content and context of historical sources.
- Examine the perspectives, beliefs, values and attitudes of people and groups based on evidence from a range of sources
- Sequence significant events, individuals, ideas and developments chronologically to explain continuity and change and causes and consequences.

Learning Habits

Resilience – the capacity to recover quickly from difficulty
 Self-motivation – develop independence in learning

Home Learning:

To consolidate classwork, students should:

- Discuss topics with others
- Engage with wider source material, e.g. documentaries, articles
- Annotate class resources and readings

Parents/Guardians can support their student by:

- Discussing topics with student.
- Watching documentaries or reading articles together.
- Reflecting on feedback provided by the teacher.

Resources to access more information:

Resources on a range of Humanities’ subjects

<https://www.abc.net.au/education>

History and Civics & Citizenship Victorian Curriculum

<https://f10.vcaa.vic.edu.au/learning-areas/humanities>

Trove at the National Library of Australia

<https://trove.nla.gov.au/>

YEAR 7 HEALTH & PHYSICAL EDUCATION - HEALTH

Physical Education Personal Identity Puberty Drugs: Vaping Nutrition	Learning Tasks	
	Term A	Term B
	Anti-Vaping Assignment	Puberty Boardgame Task

Overview:

In Year 7 Health Education, students will explore key areas of personal development and wellbeing through engaging units on Personal Identity, Puberty, Vaping, and Nutrition. This program supports students in understanding the physical, emotional, and social changes that occur during adolescence, helping them build resilience, self-awareness, and respectful relationships. The Puberty unit provides accurate, age-appropriate information to help students navigate changes with confidence and a positive mindset. In the Vaping unit, students learn about the health risks and social influences related to vaping, developing critical thinking and decision-making skills. The Nutrition unit focuses on building lifelong healthy eating habits, understanding food groups, and making informed choices. This subject encourages students to take responsibility for their health and wellbeing, while respecting the diversity of others. It aims to empower young people with the knowledge and skills needed to make safe, informed, and healthy choices.

NB: Physical Education and Health Education are completed in alternating terms as one subject throughout the year, the order of topics will be covered at the discretion of the classroom teacher based on time of year and access to facilities.

Term A

Key Skills

- analyse and reflect on the influence of values and beliefs on the development of identities
- examine the roles of respect, empathy, power and coercion in developing respectful relationships
- analyse the impact of changes and transitions, and devise strategies to support themselves and others through these changes

Learning Habits

Curiosity – A strong desire to know or learn something

Communication -Where information is exchanged between individuals, sending or receiving information.

Creativity – The use of imagination or original ideas to create something: inventiveness

Term B

Key Skills

- plan and implement strategies, using health resources, to enhance their own and others' health, safety, relationships and wellbeing
- explain and apply skills and strategies to communicate assertively and respectfully when seeking, giving or denying consent across multiple settings (including online and oPline)

Learning Habits

Curiosity – A strong desire to know or learn something

Communication -Where information is exchanged between individuals, sending or receiving information.

Creativity – The use of imagination or original ideas to create something: inventiveness

Home Learning:

To consolidate classwork, students should:

- Discuss topics covered in class with others
- Practice and develop skills and language outside the classroom

Parents/Guardians can support their student by:

- Reflecting on feedback provided by the teacher.

Resources to access more information:

Physical Education for the Victorian Curriculum

<https://f10.vcaa.vic.edu.au/learning-areas/health-and-physical-education/introduction>

YEAR 7 HEALTH & PHYSICAL EDUCATION - PE

Physical Education Fundamental Motor Skills Athletics Gymnastics Invasion Games	<i>Learning Tasks</i>	
	Term A	Term B
	Fundamental Movement Skills Athletics	Gymnastics Invasion Games

Overview:

In Physical Education, students will build confidence and competence through a variety of engaging units that develop both individual and team-based skills. This semester, the focus will be on four key areas: Fundamental Movement Skills, Athletics, Gymnastics, and Invasion Games. Students will refine essential movement patterns such as running, jumping, throwing, and balancing, applying them across different contexts to improve coordination, strength, and agility.

Through Athletics and Gymnastics, learners will build fitness, body control, and spatial awareness, while Invasion Games like soccer and basketball will introduce strategic thinking, teamwork, and fair play. This program aims to foster a lifelong enjoyment of physical activity and help students develop the confidence to participate in a wide range of physical pursuits.

NB: Physical Education and Health Education are completed in alternating terms as one subject throughout the year, the order of topics will be covered at the discretion of the classroom teacher based on time of year and access to facilities.

Term A

Key Skills

- refine and transfer movement skills in a variety of movement situations, including indoor, outdoor and aquatic settings
- design and demonstrate how movement strategies can be manipulated to improve movement outcomes

Learning Habits

Resilience – the capacity to recover quickly from difficulty
 Self-motivation – Initiative to undertake or continue a task or activity without someone else prodding or supervising you.
 Creativity – The use of imagination or original ideas to create something: inventiveness

Term B

Key Skills

- demonstrate and explain how movement concepts related to eMort, space, time, objects and people can be manipulated to improve movement outcomes
- adapt and perform movement sequences in a variety of contexts, demonstrating how the movement elements of time, eMort, space, people and objects can enhance performance

Learning Habits

Resilience – the capacity to recover quickly from difficulty
 Self-motivation – Initiative to undertake or continue a task or activity without someone else prodding or supervising you.
 Creativity – The use of imagination or original ideas to create something: inventiveness

Home Learning:

To consolidate classwork, students should:

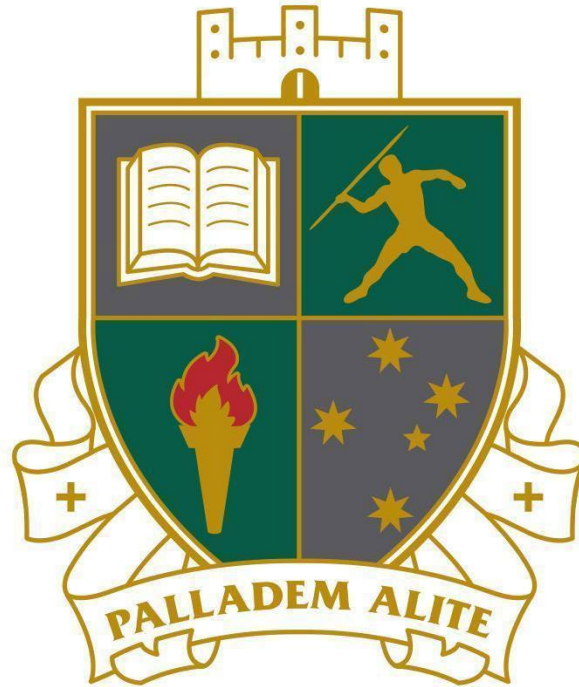
- Discuss topics covered in class with others
- Practice and develop practical skills outside the classroom

Parents/Guardians can support their student by:

- Giving students time and access to physical activity opportunities
- Reflecting on feedback provided by the teacher.

Resources to access more information:

Physical Education for the Victorian Curriculum
<https://f10.vcaa.vic.edu.au/learning-areas/health-and-physical-education/introduction>



STRATHMORE SECONDARY COLLEGE

YEAR 7 – 2026
ENRICHMENT SUBJECTS

Semester 1 or 2

Gothic Fiction
Film Study

Learning Tasks

Term 1 or 3

Term 2 or 4

- Gothic Creative
- Dramatic Reading

- Analytical Writing

Overview:

Reading and Viewing: In Term One, students develop their ability to read classic literature, including the works of Mary Shelley, Bram Stoker, Edgar Allen Poe, and Shirley Jackson. In Term Two, they learn how to ‘read’ a contemporary film.

Writing: In Term One, students develop their writing skills by creating their own gothic text. They draw on their knowledge of genre conventions and language features, and craft their text with a sense of audience and purpose. In Term Two, students are introduced to analytical writing, learning to create cohesive paragraphs which reflect knowledge of character, themes, and film codes.

Speaking and Listening: Students are encouraged to participate in class discussion and small group work, having the opportunity to build upon the ideas of like-minded peers. They also develop their ability to use oral language conventions through their dramatic reading, which they pair with relevant multimodal aspects.

Term 1 or 3

Key Skills

- Explore opinions about the language features, literary devices and text structures that contribute to the styles of literary texts VC2E8LE02
- Explore how language features such as sentence patterns create tone and voice, and how literary devices such as imagery create meaning and aesthetic qualities in literary texts VC2E8LE05
- Create texts that experiment with literary language features and literary devices for particular purposes and eZects VC2E8LE06
- Review and edit to refine and clarify ideas to improve the eZectiveness and coherence of texts, and reflect on these processes VC2E8LY09
- Deliver structured spoken texts for particular purposes and audiences to suit formal and informal contexts, using features of voice and multimodal or digital elements VC2E8LY02

Learning Habits

- *Communication – share interpretations and reflections with others*
- *Creativity – create their own imaginative and multimodal texts*

Term 2 or 4

Key Skills

- Explain how language and still and moving images in literary texts influence an audience’s response to and formation of social and/or ethical positions VC2E8LE03
- Understand how cohesion in texts is improved by strengthening internal structures and sequence, with evidence, quotations and substantiation of claims VC2E8LA04
- Use vocabulary typical of academic texts, including nominalisation VC2E8LA06
- review and edit to refine and clarify ideas to improve the eZectiveness and coherence of their own texts and the texts of others, and reflect on these processes VC2E8LY09
- Understand and use punctuation conventions, including semicolons and dashes, to extend ideas and support meaning VC2E8LA09

Learning Habits

- *Resilience – develop strategies for understanding and using challenging vocabulary, structures and punctuation*
- *Communication – build on others’ ideas & learn academic modes of communication*

Home Learning:

To consolidate classwork, students should:

- Discuss studied texts with others
- Read or watch additional texts from the gothic genre

Parents/Guardians can support their student by:

- Discussing studied texts, encouraging students to share their thoughts and opinions
- Discussing their ideas for creative writing
- Helping them with organisation skills to ensure the completion of the dramatic reading is self-managed outside of class

Resources to access more information:

[English curriculum details](#)
[Fiction Writing](#)
[Non-Fiction Writing Guides](#)
[Punctuation](#)
[Grammar](#)

Semester 1 or 2 Building a Problem Solving Mindset Mathematical Communication Mathematical Exploration Interconnected Mathematics	<i>Learning Tasks</i>	
	Term 1 or 3	Term 2 or 4
	The Square Counting Investigation	Patterns and Graphs Exploration Task

Overview:

The Year 7 Advanced Mathematics course is designed for students who demonstrate strong mathematical thinking and a desire to explore mathematics at a deeper level. This course goes beyond standard numeracy skills, focusing on advanced problem-solving strategies, mathematical communication, and logical reasoning. Students will engage in collaborative and independent tasks that encourage them to think critically, justify their reasoning, and explore mathematical connections across various topics. The course fosters creativity, resilience, and curiosity, helping students develop confidence in tackling complex mathematical ideas.

Term 1

Key Skills

- Develop strategies for tackling unfamiliar mathematical problems.
- Recognise and analyse patterns, making predictions and generalisations.
- Use clear and structured reasoning to communicate mathematical ideas.
- Collaborate with peers to discuss and refine problem-solving approaches.
- Analyse mathematical structures and identify underlying patterns through structured investigations.

Learning Habits

- **Resilience:** Persevere through challenging problems and learn from mistakes.
- **Curiosity:** Explore mathematical concepts beyond the curriculum and seek deeper understanding.
- **Creativity:** Think outside the box, explore multiple approaches to problems, and develop innovative solutions.

Term 2

Key Skills

- Extend problem-solving strategies to include more abstract and complex problems.
- Explore mathematical relationships through investigations and real-world applications.
- Develop algebraic thinking and link numerical patterns to algebraic expressions.
- Communicate solutions using clear mathematical notation, diagrams, and structured arguments.
- Transfer knowledge across different topics, recognising underlying mathematical structures.

Learning Habits

- **Self-motivation** - Set goals, take initiative, and actively engage in improving mathematical skills.
- **Communication** - Share ideas clearly, use proper terminology, and justify reasoning in maths discussions and solutions.

Home Learning:

To reinforce classwork, students should:

- Reflect on and review lesson discussions and problem-solving strategies.
- Complete assigned tasks and additional challenges to deepen understanding.
- Use online resources such as Mathspace to practice problem-solving.

Parents/Guardians can support their student by:

- Discussing topics with student.
- Reflecting on feedback provided by the teacher.
- Encouraging and directing students to use Mathspace

Resources to access more information:

<https://mathspace.co/au>

Big Idea How will we sustainably feed 9 billion people by the year 2050?	<i>Learning Tasks</i>	
	Term 1/3	Term 2/4
	Food Sustainability Infographic Designing an Urban Farm: Group Presentation	Investigating Plant Growth Google Site: Hydroponics

Overview:

STEAM aims to apply concepts related to the science, technology, engineering, arts, and mathematics curriculum through an integrated student-based project.

Year 7 STEAM focuses on the big idea question ‘How will we sustainably feed 9 billion people by the year 2050?’ Throughout the course, students will work both independently and in groups on a series of projects related to this big idea. These projects will utilise the design process and require students to research theory, generate new ideas, create and evaluate. Student work is presented in a public forum such as group presentations to allow for student discussion. A focus will be placed on the development of appropriate language to effectively convey researched concepts and justification for design elements.

Students participate in projects such as designing an urban farm using such resources as Minecraft and coding projects which look to make connections to automation of their urban farms. Students will also investigate modern farming techniques such as planting in hydroponic units and tracking plant growth.

Term 1/3

Key Skills

- Synthesise information from multiple sources about different food sustainability issues.
- Assess personal strengths and areas of improvement to encourage reflective cycles within projects.
- Consider a range of strategies and ideas to approach big idea problems when designing an urban farm.
- Explain and justify thinking process to others when presenting urban farm.
- Perform a variety of team roles within group projects.

Learning Habits

Communication – using precise vocabulary appropriate to different target audiences.

Curiosity – asking questions related to proposed problems.

Creativity – presenting learning in a variety of formats.

Term 2/4

Key Skills

- Map a pathway through the designed urban farm and use appropriate code to navigate.
- Research the effectiveness of hydroponics and other sustainable farming practices to make informed hypotheses about plant growth.
- Use appropriate digital technology to display plant growth over time.
- Reflect on challenges and problem solve issues which arise.

Learning Habits

Resilience – seeking support and trying new skills.

Self-motivation – set goals, seek feedback, take initiative to complete tasks.

Home Learning:

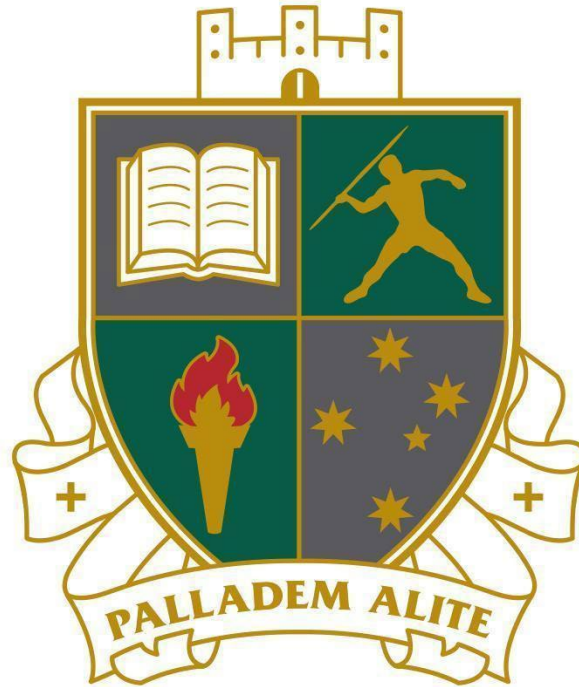
To consolidate classwork, students should:

- Ensure all assigned class tasks are completed.
- Discuss and allocate work from group projects to complete individually.

Parents/Guardians can support their student by:

- Asking their student to explain new concepts they’ve learned.
- Checking in on assigned homework and/or class task progress.
- Reflecting on feedback.

Resources to access more information:



STRATHMORE SECONDARY COLLEGE

YEAR 7 – 2026
INDIVIDUAL PROGRAM
UNITS

Semester 1

Topic 1: Greek alphabet, Greetings and Introductions
 Topic 2: Numbers, Dates, Months, Seasons
 Topic 3: Describing the weather

Learning Tasks

Term 1	Term 2
LT1: Writing skills - Alphabet LT2: Listening skills - Greetings and Introductions	LT3: Reading skills - Numbers, Dates and Seasons LT4: Speaking skills - Weather report

Overview:

Students will engage with the Modern Greek language through a variety of task that employ the five communication skills reading, writing, speaking, viewing and listening. Students will become familiar with the sounds of Modern Greek, including pronunciation, rhythm, pitch and stress. They approximate the pronunciation and phrasing of vocabulary and short sentences and develop their understanding and use of the Greek alphabet. They apply elements of Modern Greek grammar to the production of simple texts, such as subject-verb-object word order, simple verb forms, adjectives and adverbs and conjunctions to link ideas.

Term 1

Key Skills

- Familiarise with the alphabet, letter combinations, accents, punctuation markers
- Use formal and informal greetings
- Use basic question and answer forms to exchange personal information
- Applying definite article in singular
- Translation and transliteration of names
- Personal pronouns

Learning Habits

Resilience and self-motivation: Try, even when content is new and unfamiliar. Revise regularly to recall new vocabulary.

Curiosity: Ask questions, explore additional vocabulary and phrases

Communication: Volunteer information, interact and exchange information with others. Participate in peer feedback.

Term 2

Key Skills

- Expressing cardinal and ordinal numbers
- Expressing date phrases
- Conjugation of verb “to be” (simple tenses)
- Declining nouns in nominative, genitive, accusative cases
- Writing short sentences to describe the weather

Learning Habits

Resilience and self-motivation: Accept new challenges, take risks, learn from mistakes.

Curiosity: Ask questions, explore additional vocabulary and phrases.

Communication: Volunteer information, interact and exchange information with others. Participate in peer feedback.

Home Learning:

To consolidate classwork, students should:

- Practice vocabulary learned in class on a daily basis
- Review class activities and consolidate understanding
- Practise Quizlet Study sets

Parents/Guardians can support their student by:

Assist students with organisation of workbooks.

Encourage students to practise and showcase new vocabulary and language learned each week.

Encourage students to practise spoken language, particularly oral assessments.

Resources to access more information:

Lesson slides & notes shared on Google Classroom

Quizlet

Online dictionaries and apps to practise Greek (e.g. Word Reference, Immerse Me)

Semester 2	<i>Learning Tasks</i>	
	Term 3	Term 4
Topic 1: Time expressions Topic 2: School routines Topic 3: Symbols, Countries, Nationalities Topic 4: Personal profile	LT1: Listening skills - Time expressions LT2: Speaking skills - Describe a popular cultural symbol	LT3: Writing skills - Diary entry LT4: Reading skills - Personal Profile

<p>Overview: Students will engage with the Modern Greek language through a variety of task that employ the five communication skills reading, writing, speaking, viewing and listening. Students will become familiar with the sounds of Modern Greek, including pronunciation, rhythm, pitch and stress. They approximate the pronunciation and phrasing of vocabulary and short sentences and develop their understanding and use of the Greek alphabet. They apply elements of Modern Greek grammar to the production of simple texts, such as subject–verb–object word order, simple verb forms, adjectives and adverbs and conjunctions to link ideas.</p>	
<p>Term 3</p> <p>Key Skills</p> <ul style="list-style-type: none"> ● Familiarise with vocabulary to describe periods of time ● Express digital and analogue time ● Decline adjectives in m/f/n, singular/plural ● Describe popular cultural symbols in Greek-speaking communities and Australia and explain their significance ● Use of proper nouns and adjectives to label country, nationality and language. <p>Learning Habits</p> <p>Resilience and self-motivation: Try, even when content is new and unfamiliar. Revise regularly to recall new vocabulary.</p> <p>Curiosity: Ask questions, explore additional vocabulary and phrases</p> <p>Communication: Volunteer information, interact and exchange information with others. Participate in peer feedback.</p> <p>Term 4</p> <p>Key Skills</p> <ul style="list-style-type: none"> ● Label school subjects, list relevant verbs and create schedules ● Label home, list relevant verbs and create bilingual infographic ● Conjugate verbs 1st person - 3rd person (present simple) ● Create imaginative profiles <p>Learning Habits</p> <p>Resilience and self-motivation: Accept new challenges, take risks, learn from mistakes.</p> <p>Curiosity: Ask questions, explore additional vocabulary and phrases.</p> <p>Communication: Volunteer information, interact and exchange information with others. Participate in peer feedback.</p>	<p>Home Learning:</p> <p>To consolidate classwork, students should:</p> <ul style="list-style-type: none"> ● Practice vocabulary learned in class on a daily basis ● Review class activities and consolidate understanding ● Practise Quizlet Study sets <p>Parents/Guardians can support their student by:</p> <p>Assist students with organisation of workbooks.</p> <p>Encourage students to practise and showcase new vocabulary and language learned each week.</p> <p>Encourage students to practise spoken language, particularly oral assessments.</p> <p>Resources to access more information:</p> <p>Lesson slides & notes shared on Google Classroom</p> <p>Quizlet</p> <p>Online dictionaries and apps to practise Greek (e.g. Word Reference, Immerse Me)</p>

YEAR 7 ITALIAN

Semester 1 Topic 1: Italy and its regions Greetings and introductions, the Italian alphabet Topic 2: Countries, languages, nationalities and background Topic 3: The calendar, numbers, dates, birthdays, festivals and celebrations	<i>Learning Tasks</i>	
	Term 1	Term 2
	Vocabulary Development Tests Grammar and Writing tests (sentence building, translations) Listening and Reading Comprehension Tests	Oral presentation- participate in an interview (Personal Profile) Grammar and writing tests Listening and Reading Comprehension Tests

<p>Overview: Year 7 Italian develops students' communication skills and their cultural knowledge and awareness. The course focuses on the five key language skills of reading, writing, listening, and speaking. Students expand their vocabulary and apply new language to share information about themselves and ask questions about others. They develop an understanding of key grammatical structures, enabling them to construct sentences on familiar topics in Italian. Students become aware of culturally specific aspects, such as use of formal language, gestures and idioms. Regular exposure to audio resources and multimedia content helps students recognise and model accurate pronunciation, intonation, and expression in spoken tasks.</p>	
<p>Term 1</p> <p>Key Skills</p> <ul style="list-style-type: none"> Recall new vocabulary Use basic question and answer forms to exchange personal information Recall and apply the irregular verb Essere Develop a cultural understanding of Italy- location, geography and other key features <p>Learning Habits</p> <p>Resilience and self-motivation: Try, even when content is new and unfamiliar.</p> <p>Curiosity: Ask questions, explore additional vocabulary and phrases</p> <p>Communication: Volunteer information, interact and exchange information with others.</p> <p>Term 2</p> <p>Key Skills</p> <ul style="list-style-type: none"> Apply Essere and adjectives to construct simple sentences. Applying the rule of adjective agreement. Exchange personal information about nationality, languages spoken, birthdays; express good wishes for specific festivals and celebrations. <p>Learning Habits</p> <p>Resilience and self-motivation: Accept new challenges, take risks, learn from mistakes.</p> <p>Curiosity: Ask questions, explore and use additional vocabulary and phrases.</p> <p>Communication: Participate in class; volunteer information, interact with others.</p>	<p>Home Learning: To consolidate classwork, students should:</p> <ul style="list-style-type: none"> Engage in regular revision of unit vocabulary and grammar Practise Quizlet Study sets Complete assigned homework tasks <p>Parents/Guardians can support their student by: Assist students with organisation of workbooks. Encourage students to practise and showcase new vocabulary and language learned each week. Encourage students to practise spoken language, particularly oral assessments. Provide access to age-appropriate Italian films on streaming services such as Netflix.</p> <p>Resources to access more information: Quizlet Unit 1 Quizlet Unit 3 Languages Online https://www.languagesonline.org.uk https://www.linguascope.com/</p>

YEAR 7 ITALIAN

Semester 2 Topic 1: Family Topic 2: Friends Topic 3: Animals	Learning Tasks	
	Term 3	Term 4
	Vocabulary Tests Oral questioning Grammar and Writing tests (short paragraphs, translations on familiar topics) Listening and Reading comprehension Tests	Grammar and writing tests (short paragraphs, translations on familiar topics) Oral questioning Listening and reading comprehension tests Oral presentation: Describing another person/pet

Overview:

Students will develop their language skills to interact and exchange information on the topics of family, friends and animals. They will consolidate their understanding and application of new vocabulary and grammatical structures, such plural of nouns and articles, adjective agreement, possessive adjectives, demonstrative adjectives, regular and irregular verbs, the verb piacere (to like) and simple adverbs.

Term 3

Key Skills

- Recall family/friends' vocabulary
- Exchange basic information about family (size, siblings)
- Describe family and friends' character, temperament and appearance.

Learning Habits

Resilience and self-motivation: Keep trying when tasks become more complex.

Curiosity: Ask questions, explore additional vocabulary and phrases

Communication: Volunteer information; collaborate with others.

Creativity: Explore new ideas; expand on content using a range of language

Term 4

Key Skills

- Describe pets
- Express likes and dislikes, emotions

Learning Habits

Resilience and self-motivation: Accept new challenges, take risks, learn from mistakes.

Curiosity: Ask questions, explore and use additional vocabulary and phrases.

Communication: Participate in class; volunteer information, interact with others.

Creativity: Explore new ideas; expand on content using a range of language.

Home Learning:

To consolidate classwork, students should:

- Engage in regular revision of unit vocabulary and grammar
- Practise Quizlet Study sets
- Complete assigned homework tasks

Parents/Guardians can support their student by:

Assist students with organisation of workbooks.

Encourage students to practise and showcase new vocabulary and language learned each week.

Encourage students to practise spoken language, particularly oral assessments.

Provide access to age-appropriate Italian films on streaming services such as Netflix.

Resources to access more information:

<https://quizlet.com/>

[Languages Online](https://www.languagesonline.org.uk)

<https://www.languagesonline.org.uk>

<https://www.linguascope.com/>

Semester 1 Topic 1: Reading and Writing Hiragana Topic 2: Introducing yourself and others Topic 3: Counting & Numbers Topic 4: Talking about where you are from	<i>Learning Tasks</i>	
	Term 1	Term 2
	Hiragana Reading and Writing Tests	Hiragana Reading & Writing Test Reading Comprehension Test Listening Comprehension Test Writing Test Oral Presentation (Self Introduction)

Overview:

In Year 7 Japanese, students build skills in reading, writing, listening and speaking. They learn pronunciation, rhythm and intonation, and recognise English loanwords with Japanese pronunciation. Using modelled language, they engage in simple interactions and express personal meaning in familiar contexts. Students develop core grammar knowledge—including particles, verbs, adjectives and word order—and begin reading and writing in hiragana, with exposure to katakana and kanji. They create short texts for personal and informative purposes, drafting and editing to improve clarity. Through language and cultural comparisons, they explore values such as politeness and humility, using metalanguage to reflect on language use and cultural meaning.

Term 1

Key Skills

- Reading and writing Hiragana
- Being able to use basic greetings
- Generate a basic self-introduction

Learning Habits

Resilience and self-motivation: persevere, even when content is challenging.

Curiosity: Ask questions, explore additional vocabulary and phrases.

Communication: Volunteer information, interact and exchange information with others.

Term 2

Key Skills

- Consolidate Hiragana understanding
- Counting from 1-99
- Reading and Writing Kanji numbers 1-99
- Being able to ask and tell your phone number
- Talking about where you are from and someone’s nationality

Learning Habits

Resilience and self-motivation: Accept new challenges, take risks, learn from mistakes

Curiosity: Ask questions, explore and use additional vocabulary and phrases.

Communication: Participate in class, volunteer information and interact with others.

Home Learning:

To consolidate classwork, students should:

- Engage in regular reading and writing practice of Hiragana.
- Regular revision of unit vocabulary and grammar learned in class
- Practise Quizlet Study sets and other resources on Google Classroom
- Complete assigned homework

Parents/Guardians can support their student by:

Assist students with organisation of books and equipment

Encourage students to practise Hiragana reading and writing regularly. Encourage practice of language learned each week. Encourage students to practise spoken language, particularly prior to oral assessments.

Provide access to age-appropriate Japanese films on streaming services.

Resources to access more information:

Lesson slides & notes shared on Google Classroom

Obento Deluxe Student Book & Work book
 Online Applications to practice Hiragana reading and writing

Hiragana worksheets provided in class

Semester 2 Topic 1: Asking and telling about your Family Topic 2: Talking about Animals and Pets Topic 3: Likes & Dislikes	Learning Tasks	
	Term 3	Term 4
	Reading Comprehension Test Listening Comprehension Test Writing Test Oral Presentation (Self Introduction)	Reading Comprehension Test Listening Comprehension Test Writing Test Oral Presentation (Self Introduction)

Overview:

In Year 7 Japanese, students build skills in reading, writing, listening and speaking. They learn pronunciation, rhythm and intonation, and recognise English loanwords with Japanese pronunciation. Using modelled language, they engage in simple interactions and express personal meaning in familiar contexts. Students develop core grammar knowledge—including particles, verbs, adjectives and word order—and begin reading and writing in hiragana, with exposure to katakana and kanji. They create short texts for personal and informative purposes, drafting and editing to improve clarity. Through language and cultural comparisons, they explore values such as politeness and humility, using metalanguage to reflect on language use and cultural meaning.

Term 3

Key Skills

- Consolidate Hiragana understanding
- Being able to talk about your family
- Animal Names
- Adjectives

Learning Habits

Resilience and self-motivation: persevere, even when content is challenging.

Curiosity: Ask questions, explore additional vocabulary and phrases.

Communication: Volunteer information, interact and exchange information with others.

Term 4

Key Skills

- Consolidate Hiragana understanding
- Talking about your likes and dislikes
- Japanese food
- Starting Subject, Object, Verb Sentences

Learning Habits

Resilience and self-motivation: Accept new challenges, take risks, learn from mistakes

Curiosity: Ask questions, explore and use additional vocabulary and phrases.

Communication: Participate in class, volunteer information and interact with others.

Home Learning:

To consolidate classwork, students should:

- Engage in regular reading and writing practice of Hiragana.
- Regular revision of unit vocabulary and grammar learned in class
- Practise Quizlet Study sets and other resources on Google Classroom
- Complete assigned homework

Parents/Guardians can support their student by:

Assist students with organisation of books and equipment

Encourage students to practise Hiragana reading and writing regularly. Encourage practice of language learned each week. Encourage students to practise spoken language, particularly prior to oral assessments.

Provide access to age-appropriate Japanese films on streaming services.

Resources to access more information:

Lesson slides & notes shared on Google Classroom

Obento Deluxe Student Book & Work book

Online Applications to practice Hiragana reading and writing

Hiragana worksheets provided in class

YEAR 7 SUPPORT FOR LITERACY

Semester 1 Literacy skills integrated into Year 7 English framework Using Language to Persuade Reading and Viewing – Things a Map Won't Show You	<i>Learning Tasks</i>	
	Term 1	Term 2
	<ul style="list-style-type: none"> • Speech (assessment task for English) writing and editing • English Language components – verbs, adjectives, nouns <ul style="list-style-type: none"> - spelling and grammar - NAPLAN style questions - comprehension reading and writing 	<ul style="list-style-type: none"> • Creating Texts – creative writing intensive instruction • Text Response (passage analysis and paragraph writing) • English Language components – tailored to class and student needs

Overview:
 Support for Literacy shadows the Year 7 English curriculum to assist students in building their literacy skills and confidence within their mainstream work. Students will have access to extra resources and time to work on mainstream English work, as well as detailed and repeated explanation of core content. Within this subject, classes have a maximum of 13 students to ensure students one-on-one time with their teacher. Students also take part in many small activities to enhance their literacy skills, with tailored tasks covering spelling, grammar, sentence and paragraph construction, understanding different text types and enhancing reading and comprehension strategies.

Please note this subject is for assistance for those needing literacy intervention or aid in improving their language skills to feel confident within the mainstream curriculum - this is not an extension program.

<p>Term 1</p> <p>Key Skills</p> <ul style="list-style-type: none"> • Speech (assessment task for English): deliver structured spoken texts for a specific purpose and audience, employing formal language and using appropriate features of voice VC2E7LY02 • Language components: analyse the ways in which language features shape meaning and vary according to audience and purpose VC2E7LY05 • identify and describe how texts are structured differently depending on their purpose, and how language features vary in texts VC2E7LA03 • review and edit texts and reflect on these processes VC2E7LY09 <p>Learning Habits</p> <ul style="list-style-type: none"> • <i>Communication – share ideas with others and listen to others</i> <p>Term 2</p> <p>Key Skills</p> <ul style="list-style-type: none"> • identify and explain the ways that characters, settings and events combine to create meaning in literary texts VC2E7LE04 • identify and explain how literary devices create layers of meaning and aesthetic qualities in literary texts, including poetry VC2E7LE05 • create texts that experiment with literary language features and devices VC2E7LE06 <p>Learning Habits</p> <ul style="list-style-type: none"> • <i>Self-motivation – using feedback for individual goal-setting purposes</i> • <i>Creativity - innovate and create new ways to convey idea</i> 	<p>Home Learning: To consolidate classwork, students should:</p> <ul style="list-style-type: none"> • Discuss work with both their Support for Literacy and English teachers • Review their work and explain tasks to their parents to ensure their own understanding <p>Parents/Guardians can support their student by:</p> <ul style="list-style-type: none"> • Asking open-ended questions about work within Support for Literacy and English • Supporting the student to read the texts for study
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

YEAR 7 SUPPORT FOR LITERACY

Semester 2 Literacy skills integrated into Year 7 English framework Creating Texts (Media) Reading and Viewing – Fantastic Mr Fox (film) Literature Circles consolidation of skills	<i>Learning Tasks</i>	
	Term 3	Term 4
	<ul style="list-style-type: none"> • Media – news report • Text response (analytical essay) 	<ul style="list-style-type: none"> • Literature Circles (podcasting assessment) • English Language components – tailored to class and student needs

Overview: Support for Literacy shadows the Year 7 English curriculum to assist students in building their literacy skills and confidence within their mainstream work. Students will have access to extra resources and time to work on mainstream English work, as well as detailed and repeated explanation of core content. Within this subject, classes have a maximum of 13 students to ensure students one-on-one time with their teacher. Students also take part in many small activities to enhance their literacy skills, with tailored tasks covering spelling, grammar, sentence and paragraph construction, understanding different text types and enhancing reading and comprehension strategies.

Please note this subject is for assistance for those needing literacy intervention or aid in improving their language skills to feel confident within the mainstream curriculum - this is not an extension program.

<p>Term 3</p> <p>Key Skills</p> <ul style="list-style-type: none"> • explore the ways that literary devices and language features, such as dialogue, and moving images are used to create character, and to influence emotions and opinions in a range of literary texts VC2E7LE03 • identify and explain the ways that characters, settings and events combine to create meaning in literary texts VC2E7LE04 • create texts, selecting aspects of subject matter and particular language and print, multimodal and/or digital elements to convey information VC2E7LY08 • review and edit texts and reflect on these processes VC2E7LY09 <p>Learning Habits</p> <ul style="list-style-type: none"> • <i>Creativity - use imagination to innovate and create new ways to convey ideas</i> • <i>Curiosity – explore an issue for news reporting using inquiry skills</i> <p>Term 4</p> <p>Key Skills</p> <ul style="list-style-type: none"> • develop an opinion about characters, settings and events, identifying areas of agreement and difference with others and justifying a response VC2E7LE02 • use interaction skills when discussing ideas and information, including evaluations of the features of texts VC2E7LY01 • use comprehension strategies to analyse and summarise information and ideas VC2E7LY07 <p>Learning Habits</p> <ul style="list-style-type: none"> • <i>Communication – share ideas with others and listen to those shared by others</i> 	<p>Home Learning: To consolidate classwork, students should:</p> <ul style="list-style-type: none"> • Reread / rewatch texts • Discuss texts with others • Study media texts e.g. news reports <p>Parents/Guardians can support their student by:</p> <ul style="list-style-type: none"> • Supporting the student to reread / rewatch the texts for study • Reading or watching news reports together • Editing and discussing assessment tasks with student
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

YEAR 7 DANCE

Semester 1/2 Dance Skills Dance Analysis Choreography and Performance	<i>Learning Tasks</i>	
	Term 1/3	Term 2/4
	Dance Skills	Dance Analysis Choreography and Performance

Overview:

In this subject, students analyse how the elements of dance and production elements are manipulated to create dance works. Students describe ways dance works from a range of styles and across cultures, times, places and other contexts communicate ideas, perspectives and meaning, including the works of Aboriginal and Torres Strait Islander Peoples. They identify and describe how and why respectful approaches are used in creating, recreating and responding to dance works. Students select, apply and demonstrate an understanding of styles and techniques in dance. Students document and reflect on their dance practice using dance terminology. Students manipulate the elements of dance, drawing on safe dance practices to create works that communicate ideas, viewpoints and meaning. They plan, rehearse and present their dance works to a range of audiences in both formal and informal settings.

Term 1/3

Key Skills

- Dance Skills

Students will apply and refine physical and expressive skills to interpret style-specific dances, to devise their own dances, and to communicate ideas, perspectives and meaning. They will apply production elements to dances to enhance meaning in dance. Students will also rehearse, refine, present and perform dances for audiences using physical and expressive skills and techniques relevant to dance styles

Learning Habits

- Engagement and focus in practical activities
- Respect for different cultures and creative ideas
- Commitment to physical preparation and feedback integration

Term 2/4

Key Skills

- Dance Analysis

Students will investigate ways the elements of dance and the conventions of dance styles are used to communicate ideas, perspectives and meaning in dances created and performed across contexts and cultures. They will explore the diversity of dances created and/or performed by Aboriginal and Torres Strait Islander artists and consider culturally responsive approaches to Indigenous Cultural and Intellectual Property rights develop and refine the use of the elements of dance, choreographic processes, physical and expressive skills, and safe dance practices

- Choreography and Performance

Students will reflect on, analyse and document their own and others' dance works to inform decisions they make in relation to choreographic choices

Learning Habits

- Collaboration in group choreography and performance
- Reflective thinking to refine movement choices
- Responsibility for costume, props, and presentation

Home Learning:

To consolidate classwork, students should:

- Review choreography and movement sequences at home
- Research dance styles and cultural influences discussed in class
- Reflect in journals on rehearsal progress and feedback received

Parents/Guardians can support their student by:

- Encourage practice and preparation for performance tasks
- Attend dance showcases or performances
- Discuss themes or cultural aspects of dance units

Resources to access more information:

- Victorian Curriculum: Dance Levels 7–8
- Online video libraries of dance genres and cultural forms
- Student journals and choreography notebooks

Semester 1/2 Acting Skills Performance Analysis Performance	<i>Learning Tasks</i>	
	Term 1/3	Term 2/4
	Acting Skills	Performance Analysis Performance

Overview:

In Levels 7–8 Drama, students explore how drama communicates meaning and how it is used in different cultural and historical contexts, including Aboriginal and Torres Strait Islander Peoples' storytelling traditions. They develop skills in improvisation, performance, and playbuilding. Students work collaboratively to create, rehearse and present drama, using elements such as space, voice, movement and tension to shape characters and convey meaning.

Term 1

Key Skills

- Identify and apply elements and conventions of drama
- Use voice, movement and space effectively in performance
- Develop characters through improvisation and scripted work

Learning Habits

- Willingness to take creative risks
- Active participation in group work
- Respectful engagement with peers' ideas and performances

Term 2

Key Skills

- Collaborate to devise and structure original dramatic works
- Rehearse and refine scenes for clarity and meaning
- Perform using appropriate conventions and techniques

Learning Habits

- Persistence in refining performance
- Effective time management during rehearsals
- Constructive use of feedback to improve work

Home Learning:

To consolidate classwork, students should:

- Practise lines and blocking at home
- Watch recorded or live theatre performances and reflect on techniques used
- Keep a rehearsal log or creative journal

Parents/Guardians can support their student by:

- Encourage rehearsal at home and help with line learning
- Attend student performances when possible
- Talk about dramatic themes and character development

Resources to access more information:

- Victorian Curriculum: Drama Levels 7–8
- Online platforms with theatre productions and drama workshops
- Student journals and drama logs

Semester 1/2 Composing With Still & Moving Images Audio Compositions Collaborative Filmmaking	Learning Tasks	
	Term 1/3	Term 2/4
	Composing With Stil & Moving Images	Audio Compositions Collaborative Filmmaking

Overview:

In this unit, students learn about advertising in diCerent media forms including poster advertisement and infomercials. They evaluate existing works in these forms before creating their own using editing software like photoshop and premiere pro. They also compose diCerent audio products, recording and layering sound eCects, music and dialogue to create soundscapes and folly for existing works. They will also work collaboratively to produce their own short film.

Term 1/3

Key Skills

- Exploring and responding to media arts works.
- Using digital tools to create advertising products.
- Evaluating and reflect on both personal work and that of others to enhance creative work.

Learning Habits

- Creative risk-taking and experimentation
- Critical analysis of media texts
- Attention to detail in production processes

Term 2/4

Key Skills

- Audio Composition skills (Soundscapes, Folly Work)
- Evaluating how to create suspense for an audience
- Creating and producing media arts works in diCerent media forms using specific processes
- Presenting, screening and/or distributing media arts works they have produced to audiences

Learning Habits

- Collaborative production practices
- Consistent reflection and iteration of work
- Organised digital file management

Home Learning:

To consolidate classwork, students should:

- Engage with media material (e.g film, podcast, social media)
- Consider what makes products engaging
- Practicing the use of digital tools for photography, audio and video software.

Parents/Guardians can support their student by:

- Encourage students to question what they see in the media and use software for creative exploration
- Ask students how they feel about media products
- Viewing and providing feedback on student-created media
- Encourage use of technical tools

Resources to access more information:

- Victorian Curriculum: Media Arts Levels 7–8
- Free editing platforms (e.g., Canva, CapCut, iMovie)
- Online tutorials and media production guides

YEAR 7 MUSIC

Semester 1 Technique Music Literacy Performance	<i>Learning Tasks</i>	
	Term 1	Term 2
	Technique Literacy	Performance

Overview:

Year 7 Music Ensemble students will engage in activities that allow them to learn and perform music on their selected instrument, displaying sensitivity to its style and purpose. They will explore a range of theoretical concepts, different styles of music and develop skills in instrumental performance. Students will be required to take part in school concerts to demonstrate their learning and performance skills.

Term 1

Key Skills

- Technique

Students will explore instrumental and vocal technique, which will include posture, tuning & intonation, tone, articulation, pitch, and range.

- Literacy

Students will develop their musical literacy, which will include naming parts of the instrument/voice, maintenance & care of the instrument/voice, and traditional notation.

Learning Habits

- Active listening and analysis
- Respectful engagement with diverse music cultures
- Collaboration in group performance or composition

Term 2

Key Skills

- Performance

Students will rehearse and perform music in a range of forms they have learnt and/or composed to audiences in informal and formal settings. They will work with elements of music and use compositional devices to communicate ideas, perspectives and meaning when composing and practising music for performance, and, as appropriate to the style, document and/or record the music they compose.

Learning Habits

- Perseverance in refining creative work
- Constructive participation in critique sessions
- Organisation of practice and documentation tasks

Home Learning:

To consolidate classwork, students should:

- Practice skills taught in class and lessons regularly at home
- Identify areas to improve with more support from their teacher
- Listen to a range of music to increase their awareness of styles, genres and sounds

Parents/Guardians can support their student by:

- Supporting their practice routine, encouraging participation and growth
- Encourage implementation of learning habits when students work at home
- Engage with music and share your interests with your children including cultural and local area
- Attend and support student performances
- Explore live performances

Resources to access more information:

- Victorian Curriculum: Music Levels 7–8
- Classroom performance videos and practice recordings
- Music notation and recording tools (e.g., Noteflight, Soundtrap)

Semester 2 Technique Music Literacy Performance	<i>Learning Tasks</i>	
	Term 3	Term 4
	Technique Literacy	Performance

Overview:

Year 7 Music Ensemble students will engage in activities that allow them to extend their knowledge and instrumental/vocal technique and perform music on their selected instrument. They will explore a range of theoretical concepts, different styles of music and develop skills in instrumental performance. Students will be required to take part in school concerts to demonstrate their learning and performance skills.

Term 3

Key Skills

- Technique

Students will continue to explore instrumental and vocal technique, which will include posture, tuning & intonation, tone, articulation, pitch, and range.

- Literacy

Students will extend their musical literacy, which will include naming parts of the instrument/voice, maintenance & care of the instrument/voice, and traditional notation.

Learning Habits

- Active listening and analysis
- Respectful engagement with diverse music cultures
- Collaboration in group performance or composition

Term 4

Key Skills

- Performance

Students will rehearse and perform music in a range of forms they have learnt and/or composed to audiences in informal and formal settings. They will work with elements of music and use compositional devices to communicate ideas, perspectives and meaning when composing and practising music for performance, and, as appropriate to the style, document and/or record the music they compose.

Learning Habits

- Perseverance in refining creative work
- Constructive participation in critique sessions
- Organisation of practice and documentation tasks

Home Learning:

To consolidate classwork, students should:

- Practice skills taught in class and lessons regularly at home
- Identify areas to improve with more support from their teacher
- Listen to a range of music to increase their awareness of styles, genres and sounds

Parents/Guardians can support their student by:

- Supporting their practice routine, encouraging participation and growth
- Encourage implementation of learning habits when students work at home
- Engage with music and share your interests with your children including cultural and local area
- Attend and support student performances
- Explore live performances

Resources to access more information:

- Victorian Curriculum: Music Levels 7–8
- Classroom performance videos and practice recordings
- Music notation and recording tools (e.g., Noteflight, Soundtrap)

Students may study this subject for one semester only	<i>Learning Tasks</i>	
	Topic 1	Topic 2
	Designing solutions with timber and plastics	Designing solutions with textiles

Overview:

In this subject, students explore using textiles, wood, and plastic to design and create functional products. They apply design thinking to solve real-world problems. Students develop skills in safely using hand tools, machines, and emerging technologies. Students consider how materials and technologies impact decisions. They develop, communicate, and evaluate solutions.

Key Skills

- **Design Thinking & Problem Solving** – Applying the design process to create and test innovative solutions, exploring ideas, empathising with users, and evaluating alternatives.
- **Technical & Practical Skills** – Safely using hand tools, machines, and emerging technologies (e.g. laser cutters, 3D printers) with precision and skill.
- **Sustainability & Ethics** – Understanding and considering the ethical, social, and environmental impacts of design choices. Selecting sustainable materials and methods, while reflecting on the global and cultural context of product design.
- **Collaboration & Communication** – Working independently and collaboratively, sharing and responding to feedback, and documenting design decisions using technical vocabulary.
- **Visual & Technical Communication** – Using sketching, technical drawing, and modelling to visualise ideas, and communicating effectively through digital tools and diagrams.
- **Evaluation & Reflection** – Evaluating design solutions based on functionality, aesthetics, ethics, and sustainability, and reflecting on successes and areas for improvement.

Learning Habits

Self-Motivation – Students take initiative, set personal goals, and work independently to refine their designs and overcome challenges.

Resilience: Through trial and error, students develop perseverance, learning from mistakes and refining their designs.

Curiosity – Design and Technology sparks curiosity, encouraging students to explore materials, tools, and innovative solutions.

Creativity – Students think creatively to generate and refine ideas, transforming concepts into practical solutions.

Communication – Students present ideas through sketches, models, and discussions, effectively communicating their design choices.

Home Learning:

To consolidate classwork, students should:

- Refine design sketches or technical drawings based on classroom feedback.
- Discuss ideas and ethical design choices with family or peers to broaden their perspective.
- Practise freehand sketching and technical drawing to improve visual communication skills.

Parents/Guardians can support their student by:

- Discussing how everyday items are made and how they are used and could be improved.
- Watching design-related documentaries or shows (e.g. ABC's *War on Waste*, *How It's Made*) together.
- Talking about ethical and sustainable choices when shopping or using products.
- Exploring local products and innovations to spark curiosity about design.
- Providing constructive feedback and engaging in discussions to refine design work.
- Reviewing teacher feedback and helping set improvement goals.

Resources to access more information:

Design and Technologies Victorian Curriculum:

<https://f10.vcaa.vic.edu.au/learning-areas/technologies/design-and-technologies/curriculum>

YEAR 7 DIGITAL TECHNOLOGIES

Students may study this subject for one semester only	Learning Tasks		
	Topic 1	Topic 2	Topic 3
	Computer Systems	Intro to Coding	Cyber Citizenship

Overview:

This subject will give students the opportunity to discover how digital technologies are involved in their everyday lives. Students will be introduced to the power of computing and its ability to solve problems in unique and personalised ways. They will be supported to become ethical digital citizens by leveraging the interconnectedness of the digital-world and develop skills to navigate an ever-evolving digital landscape.

Key Skills

- **Digital Literacy** – Developing an understanding of how digital technologies influence daily life and how to use them responsibly and ethically.
- **Problem-Solving & Computational Thinking** – Using computing to solve real-world problems in creative and personalised ways, applying critical thinking to design digital solutions.
- **Data Management** – Representing and manipulating data using spreadsheets and databases, understanding data transmission, and ensuring data security.
- **Ethical Digital Citizenship** – Becoming responsible digital citizens by understanding online privacy, security, and the ethical use of digital resources.
- **Algorithm Design & Programming** – Designing and tracing algorithms using flowcharts and pseudocode, as well as learning to program and debug using general-purpose programming languages.
- **Collaboration & Communication** – Using digital tools to plan, share, and collaborate on tasks, while effectively communicating through various digital platforms.
- **Adaptability in the Digital Landscape** – Navigating the ever-evolving digital environment by selecting and using appropriate tools for different tasks, while keeping up with emerging technologies.

Learning Habits

Self-Motivation – Students take initiative, set personal learning goals, and work independently to develop and improve their digital projects.

Resilience – Students persist through challenges such as debugging and problem-solving, learning from setbacks and refining their work.

Curiosity – Students explore how digital systems, coding, and emerging technologies work, asking questions and seeking to understand complex processes.

Creativity – Students think creatively to design innovative digital solutions and user interfaces that respond to real-world needs.

Communication – Students share ideas clearly using digital tools, technical terminology, and visual representations, while collaborating effectively with others.

Home Learning:

To consolidate classwork, students should:

- Refine and test digital solutions or code based on feedback received in class.
- Investigate digital devices at home.
- Explore online resources or videos to understand real-world applications of digital technologies.
- Revisit and practise in-class tasks to reinforce and consolidate digital skills learned.

Parents/Guardians can support their student by:

- Encouraging discussions about the role of technology in daily life and how it can solve problems.
- Helping students set personal goals for improving their digital skills, such as learning a new tool or refining a coding project.
- Providing opportunities for hands-on learning, like experimenting with simple coding programs or online challenges.

Resources to access more information:

Digital Technologies Victorian Curriculum:

<https://f10.vcaa.vic.edu.au/learning-areas/technologies/digital-technologies/curriculum>

YEAR 7 FOOD TECHNOLOGY

Students may study this subject for one semester only	Learning Tasks	
	Topic 1	Topic 2
	Practical skills assessment	Design task

Overview:

In this subject, students build foundational knowledge and practical skills in food preparation, with a strong emphasis on safe and hygienic work practices. They explore the principles of healthy eating through the Australian Guide to Healthy Eating, developing an understanding of how food choices impact health and wellbeing. Students also examine the sensory properties of food, including taste, texture, aroma, and appearance. Through the design process, students respond to a brief by analysing how the functional and sensory properties of ingredients influence food preparation and presentation. This unit encourages critical thinking, creativity, and informed decision-making in relation to food selection and preparation.

Key Skills

- **Design Thinking & Food Exploration** – Introducing students to the design process through the creation of simple, healthy food products. Students identify needs or opportunities and explore ideas by investigating ingredients, tools, and safe methods of food preparation.
- **Food Safety & Preparation Skills** – Learning and applying safe and hygienic food handling practices. Students develop basic practical skills while using appropriate equipment to prepare food confidently and responsibly.
- **Health & Nutrition Awareness** – Using the Australian Guide to Healthy Eating to guide food selection and analysis, with a focus on the 'Fruit' food group. Students explore the role of nutrition in daily life and make informed decisions about food choices.
- **Sensory Understanding** – Analysing the sensory properties of food—such as appearance, aroma, flavour, and texture—to evaluate food quality and outcomes in practical tasks.
- **Planning & Food Production** – Selecting and justifying ingredients and methods for preparing food products. Students develop plans to manage their time and tasks effectively during practical sessions.
- **Communication & Idea Generation** – Using technical terms and diagrams to communicate design ideas, recipes, and processes. Students are introduced to the importance of documenting and presenting their work clearly.
- **Collaboration & Evaluation** – Working collaboratively to develop design criteria, share feedback, and reflect on food choices and processes. Students evaluate their food products against functional and nutritional goals, and consider areas for improvement.

Learning Habits

Creativity – Students use their imagination to innovate and create new food products

Communication – Students communicate ideas/viewpoints and use technical vocabulary to share and respond to feedback throughout the design process

Curiosity – Food Technology encourages curiosity in students through exploration of ingredients and innovative development of new food products.

Self-motivation – Students take initiative and set personal goals to undertake or continue a task or activity independently.

Resilience – Through trial and error, students develop perseverance, learning from mistakes and refining their designed solutions.

Home Learning:

To consolidate classwork, students should:

- Read the recipe prior to class
- Discuss and re-create the recipes made in class at home
- Engage in wider source material e.g. food documentaries, cooking shows, recipe books

Parents/Guardians can support their student by:

- Encouraging students to cook at home under supervision
- Encouraging students to accompany you when grocery shopping
- Discussing food related topics with students
- Watching food documentaries or cooking shows together
- Reflecting on feedback provided by the teacher

Resources to access more information:

Design and Technologies Victorian Curriculum

<https://f10.vcaa.vic.edu.au/learning-areas/technologies/design-and-technologies/curriculum>

YEAR 7 SYSTEMS TECHNOLOGY

Students may study this subject for one semester only	Learning Tasks	
	Topic 1	Topic 2
	Simple machines	Automata

Overview:

In this subject, students explore how simple machines and mechanical systems work by analysing force, motion, and energy. They use design thinking to develop practical solutions. Students generate and refine ideas, justify their decisions, and communicate their thinking through drawings, models, and collaboration.

Key Skills

- **Design Thinking & Problem Solving** – Applying the design process to develop and improve mechanical systems that address real-world needs.
- **Systems Thinking** – Understanding how force, motion, and energy interact within simple machines and systems.
- **Ethical & Sustainable Thinking** – Considering environmental, social, and ethical factors in the design and evaluation of engineered solutions.
- **Critical & Creative Thinking** – Generating, testing, and refining ideas to develop innovative and functional solutions.
- **Visual Communication** – Using sketches, diagrams, and technical drawings to communicate design ideas clearly.
- **Collaboration & Reflection** – Working independently and in teams to plan, document, and evaluate design processes and outcomes.
- **Technical Language Use** – Using correct terminology to describe systems, components, and design decisions.

Learning Habits

Self-Motivation – Students take initiative, set goals, and work independently to improve their mechanical solutions and understand how systems function.

Resilience – Through trial and error, students persevere, learning from setbacks as they test and refine their design ideas and mechanical systems.

Curiosity – Systems Technology sparks curiosity by encouraging students to investigate how things work and why certain designs succeed or fail.

Creativity – Students think creatively to design simple machines and systems that solve practical problems in innovative ways.

Communication – Students explain their thinking through annotated sketches, diagrams, and peer discussions, clearly presenting their ideas and design reasoning.

Home Learning:

To consolidate classwork, students should:

- Review and refine design sketches or technical drawings based on classroom feedback.
- Observe and explore everyday mechanical systems (like bicycles, hinges, or levers) to deepen understanding of how simple machines work.
- Practise drawing and labelling diagrams to communicate ideas clearly.

Parents/Guardians can support their student by:

- Encouraging discussions about how everyday technology works and asking questions like "How could this design be improved?".
- Watching documentaries or educational videos together that explore engineering, electronics, or technology innovation (e.g., "How It's Made," or TED Talks on innovation).
- Helping students reflect on feedback from school, setting improvement goals, and encouraging persistence in refining their designs.

Resources to access more information:

Design and Technologies Victorian Curriculum:

<https://f10.vcaa.vic.edu.au/learning-areas/technologies/design-and-technologies/curriculum>

YEAR 7 ART 1: BUGS & BUILDINGS

Students may study this subject for one semester only	Learning Tasks	
	LT1	LT2
	Lino Print	Acrylic Painting

Overview:

Students explore how artists use line, shape, and colour to communicate ideas and perspectives. They experiment with visual conventions, processes, and materials through the creation of a lino print and an acrylic painting. Their final artwork draws inspiration from the bold, suburban aesthetic of artist Howard Arkley.

Students analyse how meaning is communicated in artworks across different times, cultures and contexts, including the work of Aboriginal and Torres Strait Islander artists. They reflect on their own ideas and choices using subject-specific terminology. Throughout the unit, students document their process in a visual diary, curate their work for display, and develop confidence in presenting and discussing their artistic intentions and outcomes.

Key Skills

Exploring & Developing Practices

- Students explore how artists use line, shape, and colour to express ideas and perspectives across different cultural and historical contexts, including the work of Aboriginal and Torres Strait Islander artists.
- Students investigate how visual conventions influence meaning and composition by analysing the style of artists such as Howard Arkley.
- Students experiment with painting and printmaking techniques, including brush control, colour mixing, layering, and safe lino carving, to build technical confidence and creative fluency.
- Students use visual diaries to explore ideas, test materials, record visual research, and reflect on their creative choices throughout the process.

Creating & Presenting

- Students apply painting and printmaking processes to produce expressive final artworks that reflect personal ideas and stylistic influences.
- Students use the elements of art with purpose, creating works that demonstrate visual impact and thoughtful composition.
- Students curate and display their final artworks, considering presentation techniques, audience experience, and how to best communicate their artistic intentions.
- Students use subject-specific language to reflect on and evaluate their own work and that of others, demonstrating an understanding of meaning, context, and artist intention.

Learning Habits

- *Curiosity:* Students explore a range of artists, including Howard Arkley; asking questions about meaning, style and context.
- *Resilience:* Students take creative risks with unfamiliar materials, learning from mistakes and refining their work through feedback.
- *Self-Motivation:* Students develop ideas independently in their visual diaries, making creative choices and setting personal goals.
- *Communication:* Students use visual arts language to reflect on their work and discuss how artworks express ideas and meaning.
- *Creativity:* Students express original ideas through painting and printmaking, experimenting with colour, pattern and visual conventions.

Home Learning:

To consolidate classwork, students should:

- Refine visual diary sketches or colour studies based on feedback, focusing on the use of line, shape, and colour to improve composition and expression.
- Observe and document patterns, lines, and colour combinations in everyday surroundings to build inspiration for future artworks.
- Research artists like Howard Arkley or Aboriginal and Torres Strait Islander artists to gain insight into how different cultures use visual conventions to communicate meaning.

Parents/Guardians can support their student by:

- Encouraging discussion about the use of colour, line, and shape in everyday surroundings.
- Visiting art galleries or exploring online collections (such as the NGV) together to view works by Howard Arkley and Aboriginal and Torres Strait Islander artists.
- Providing feedback and asking reflective questions about the student's visual diary or ideas.
- Reviewing teacher feedback and helping set improvement goals.

Resources to access more information:

- [Victorian Curriculum 2.0 - Visual Arts](#)
- [The National Gallery of Victoria](#)

YEAR 7 ART 2: REAL & IMAGINED

STUDENTS MAY STUDY THIS SUBJECT FOR ONE SEMESTER ONLY

Learning Tasks

LT1

LT2

Watercolour Painting

3D Sculpture

Overview:

Students explore how visual conventions and materials can be used to express ideas and perspectives through both 2D and 3D art forms. Students learn techniques in drawing and watercolour painting to create the illusion of depth. Students also explore physical form by constructing imaginative clay creatures using hand-building techniques.

Students investigate how artists communicate meaning across cultures, times, and contexts, including the work of Aboriginal and Torres Strait Islander artists. A gallery excursion to the NGV provides firsthand experience with artworks and supports vocabulary development and respectful reflection on their own artmaking. Throughout the unit, students document their creative process in a visual diary, showcasing in the presentation and discussion of their finished artworks.

Key Skills

Exploring & Developing Practices

- Students learn drawing and watercolour techniques, including perspective, shading, and colour blending, to create the illusion of depth in their 2D artworks.
- Students explore 3D form through clay construction, applying hand-building methods such as coiling, joining, and texturing to create imaginative creatures.
- Students investigate how artists, including Aboriginal and Torres Strait Islander artists, communicate meaning across cultures, times, and contexts.
- Students analyse visual conventions and artistic choices through a gallery visit and classroom discussions to build visual vocabulary and critical thinking.
- Students use visual diaries to develop and refine ideas, experiment with materials, and reflect on their progress throughout the creative process.

Creating & Presenting

- Students produce resolved artworks that demonstrate their understanding of visual conventions, including a watercolour painting and a hand-built clay sculpture.
- Students make thoughtful artistic decisions to communicate meaning, imagination, and personal perspectives in both 2D and 3D forms.
- Students present and reflect on their finished works using visual arts terminology, considering how their display choices enhance audience understanding.
- Students evaluate their own work and process, identifying strengths and areas for improvement to support future artistic growth.

Learning Habits

- *Curiosity:* Students explore how artists use visual conventions and materials to express meaning, asking questions about technique, purpose, and symbolism.
- *Resilience:* Students take creative risks with new techniques in drawing, watercolour, and clay, learning from mistakes and refining their work through feedback.
- *Self-Motivation:* Students independently develop ideas in their visual diaries, setting goals, managing time, and tracking progress.
- *Communication:* Students discuss and reflect on their work using subject-specific language, both in visual diaries and class discussions.
- *Creativity:* Students experiment with form, colour, and perspective to create imaginative artworks that express personal ideas.

Home Learning:

To consolidate classwork, students should:

- Continue developing ideas in their visual diary by refining sketches, exploring colour palettes, or planning sculptural details for their clay creatures.
- Research artists studied in class and reflect on how visual conventions are used to express ideas.
- Observe shapes, patterns, and textures in their surroundings to inspire original forms in both drawing and clay construction.

Parents/Guardians can support their student by:

- Discussing the student's artworks, asking questions about their ideas, artistic choices, and how they are developing their skills.
- Exploring online galleries or visiting art exhibitions together to view artworks that relate to class learning and build vocabulary.
- Encouraging regular use of the student's visual diary at home, helping them stay organised and reflective throughout their creative process.
- Reviewing teacher feedback and helping set improvement goals.

Resources to access more information:

- [Victorian Curriculum 2.0 - Visual Arts](#)
- [The National Gallery of Victoria](#)