

# Year 7 Curriculum Handbook

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# YEAR 7

## Curriculum Handbook

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The information contained in this publication is correct at the time of printing but may be subject to change.

# YEAR 7

## Overview

### Introduction

The Year 7 curriculum incorporates programs which seek to build the skills required for the successful transition into secondary school. The curriculum at Year 7 is based on the Victorian Curriculum. It is organised around the traditional disciplines to ensure all students are exposed to a core 'foundation' program. Each subject area includes a focus on interpersonal development and personal learning, as well as thinking and communication skills. The learning program is designed to foster spiritual, intellectual, physical and social development in each student through participation in programs of study and other activities appropriate to their diverse needs, abilities and aspirations.

The academic program in Year 7 is designed to provide a breadth of curriculum in which students experience a broad range of subjects. The middle years are a time when students are able to experience a well-rounded, balanced curriculum in keeping with the School's commitment to a holistic education. A range of different skills and knowledge provides students with a solid grounding from which they can make informed choices later in their secondary school development.

Students at Year 7 study a curriculum which provides a strong foundation for future academic studies. Programs are provided in the following areas:

- English
- Humanities (History and Geography)
- Mathematics
- Science
- French
- Art
- Performing Arts
- Health and Physical Education
- Product Design Technology
- Digital Technology
- Religious Education
- Visual Communication Design

### High Expectations

Casey Grammar School values excellence in the academic studies of our students. Excellence is measured by the growth of each and every student and improvement over time. When students are achieving their personal best, at whatever standard that happens to be, they have achieved true success and they should be extremely proud of their achievements. First and foremost, we expect our students to learn from their mistakes, listen to the advice of their teachers and enjoy the ongoing learning process. Perseverance and self-discipline are two obvious learning habits that underpin the attainment of each student's personal best.

At Secondary School the benefits of homework are well supported by research. There is never a reason for students to say, no homework tonight, nor is there a reason for students to miss deadlines as the school provides many opportunities to catch up during lunch time, after school and during scheduled study periods. Our teachers set effective and achievable

homework. In Year 7 students are expected to complete up to an hour of homework during the week; in addition, they should also set aside some time on the week-end for homework tasks which may include:

- Assigned exercises
- Practising key skills

- Reading (in particular, English novels *must* be read prior to being studied in class)
- Independent research
- Preparatory work for class activities
- Reviewing work and summarising class notes

It is important to establish effective learning habits prior to the VCE. When there is a pattern of students falling behind in their work a review of the student's learning behaviours will take place in conjunction with the class teacher, Mentor and, if necessary, Head of House.

## Reporting of Summative Assessment Tasks

Throughout each semester, students complete assessment tasks set by their teachers that test their level of achievement in the key skills and knowledge in each of their subjects. A series of summative assessment tasks will be reported on in a Statement of Grades issued at the completion of each semester. The Statement of Grades will indicate:

- An overall assessment of whether each student is working at the expected level of the Victorian Curriculum
- An assessment of how well students are performing at that level. This will be indicated on a 6-point scale:

### **Ungraded**

No/Insufficient work. No evidence of student achievement

E

0-9%

### **Emerging**

Well below the expected level

E

10-34%

### **Developing**

Below the expected level

D

35-49%

### **Progressing**

At the expected level

C

50-74%

### **Proficient**

Above the expected level

B

75-89%

### **Exemplary**

Well above the expected level

A

90-100%

## Formative Assessment

Mid-term, classroom teachers provide a round of formative feedback ('feed-forward') that will enable students to make progress on upcoming assessment tasks by improving upon targeted key skills and knowledge. Formative feedback is written for students and is based on three questions:

**Where is the student currently at with their learning?**

Teachers acknowledge key skills and knowledge each student has currently demonstrated. This provides not only affirmation but also direction, informing the student that they should focus their future efforts on other key skills and knowledge.

**What is the next step for them to take?**

Teachers identify the next level of learning achievement the student should take. This should be specific and it should relate directly to a key skill or some key knowledge in the academic program.

**How do they get there?**

Here the teacher will outline specific strategies to enable a student to reach the next step.

Please note:

Formative Feedback is based on a schedule that acknowledges the different period allocations per cycle of different subjects:

Category A subjects (6 or more periods per cycle) provide formative feedback no later than Week 5 each term.

Category B subjects (4 or 5 periods per cycle) provide formative feedback no later than Week 9 of each term.

Category C subjects (3 or fewer periods per cycle) provide formative feedback no later than Week 3 of Terms 2 and 4.

## Holistic Education

Students are encouraged to strike a balance with their work in order to take care of their health and well-being. Exercise, healthy eating, sleep and social connections with family and friends play a vital role; indeed, these factors contribute to academic success. When students are happy they have the best chance of learning. The School offers a broad program to involve our students in the full life of the School beyond the regular classroom structure. These may include field trips, camps, lectures and classes during term breaks, classes before and after school hours, and lunchtime tutorials. It is a condition of enrolment that students attend these learning opportunities and fully commit to the School's program.

# YEAR 7

## Subjects

### Art

Within the teacher's guidelines, students use various starting points to develop their own artworks in two and three-dimensional areas of study. Students explore and manipulate art elements and principles and use their own experiences, feelings and direct observations to find solutions to art problems. Learning to use a variety of skills, techniques and processes allows the students to choose appropriate techniques for a range of traditional and non-traditional art forms. Students research, discuss and write about their own art works and the works of both traditional and contemporary artists. When making and discussing art works students are encouraged to use appropriate terminology.

Units of Study / Topics	Assessment
<ul style="list-style-type: none"><li>• Clay building techniques</li><li>• Exploration of art elements and principles.</li><li>• Experimentation with different drawing and painting techniques</li><li>• Investigation of artists</li></ul>	<ul style="list-style-type: none"><li>• Knowledge of other artists</li><li>• Written art analysis</li><li>• Knowledge of art terms</li><li>• Building technique with clay</li><li>• Drawing skill</li><li>• Level of control with media</li></ul>

# YEAR 7

## Subjects

### Digital Technologies (DTE)

This foundational course in digital technology equips Year 7 students with essential skills in computer science and data analysis. Through interactive lessons and practical exercises, students will delve into binary numbers, data analytics using Excel, and programming with Python. The curriculum is designed to engage students in computational thinking and problem-solving, setting the stage for future technological studies.

Units of Study / Topics	Assessment
<ul style="list-style-type: none"><li>• Binary Numbers and Image Encoding</li><li>• Data Analytics with Excel</li><li>• Introduction to Python Programming</li></ul>	<ul style="list-style-type: none"><li>• Tests and Quizzes on Binary Numbers and Image Encoding</li><li>• Data Analytics Project</li><li>• Programming Exercises</li></ul>

# YEAR 7

## Subjects

### Drama

Students are introduced to the basics of drama and performance. Through improvisation, students gain confidence in performance and public speaking, using their expressive skills to create role and character. Within groups students participate in a number of improvised and scripted performances. Students are also introduced to several theatrical styles and genres. This subject involves:

Units of Study / Topics	Assessment
<ul style="list-style-type: none"><li>• Characterisation</li><li>• Improvisation</li><li>• Scripting</li><li>• Style/genre</li><li>• Performance in different cultures</li></ul>	<ul style="list-style-type: none"><li>• Improvised and scripted performances</li><li>• Performance Analysis</li></ul>



# YEAR 7

## Subjects

### English

In Year 7 students read , view and listen to a wide range of texts including novels, films, biographies, and media texts. They focus on how language features, images and vocabulary are used to create meaning. They apply this knowledge to their own writing, creating structured and coherent texts for a range of purposes and audiences. This includes oral presentations, creative writing and extended responses to literature and persuasive texts. Students develop their ability to listen to their peers while expressing and challenging a point of view through discussion, presentations and debates.

Units of Study / Topics	Assessment
<ul style="list-style-type: none"><li>• Film Study</li><li>• Autobiographical Writing</li><li>• Persuasive Oral and Written Texts</li><li>• Analysing a work of fiction</li><li>• Reading for enjoyment</li></ul>	<ul style="list-style-type: none"><li>• Reading Comprehension tests</li><li>• Grammar, spelling and language diagnostic tests</li><li>• An analytical response of a film scene</li><li>• A formal persuasive letter and oral presentation</li><li>• A piece of autobiographical writing</li><li>• Analytical text response</li><li>• Personal Reading Response</li></ul>

# YEAR 7

## Subjects

### French

In learning a Language Other Than English students develop communication skills and knowledge, and come to understand social, historical, familial and other aspects of the specific language and culture of the speakers of the language they are studying. Language learning contributes to the development of inter-culturally aware citizens.

The course is structured around the knowledge, understandings and skills required to communicate in French, to be aware of language as a system and to gain cultural insights. Course content is centred on themes relating to everyday language use, covering topics relevant to the students' own language needs. Topics include greetings, introductions, appearance and personality, family and friends, birthdays and food – all the language of the students' own world.

Units of Study / Topics	Assessment
<ul style="list-style-type: none"><li>• Greetings</li><li>• Introductions</li><li>• Personal information</li><li>• Descriptions</li><li>• Family and pets</li><li>• Food</li><li>• Birthdays</li></ul>	<ul style="list-style-type: none"><li>• Regular tests of speaking, listening, reading and writing to monitor student progress and thus influence style and pace of teaching</li><li>• Completion of workbook exercises</li><li>• Participation in group and individual activities</li><li>• Peer/self-assessment</li></ul>

#### Home Study

Students are expected to complete regular homework in French, including vocabulary revision on a nightly basis.

Regular written homework will also be set by the teacher, and students are encouraged to access recommended Internet websites to increase their understanding of the French language and awareness of French culture.

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## Subjects

### Humanities - Geography

In Year 7 Geography students will investigate two units of study: 'Water in the World' and 'Place and Liveability'. This is a semester based course.

Water in the World will focus on water as a resource; the ways it is perceived and valued, its different forms, as well as the impact of floods and drought. This will be explored using studies drawn from Australia and a variety of countries around the world.

Place and Liveability focuses on the concept of place through an investigation of liveability. Students will examine where people live in our world and why people choose certain places to live. The liveability of places is investigated using studies drawn from Australia and a variety of countries around the world.

The key inquiry questions for Year 7 are:

- How do people's reliance on places and environments influence their perception of them?
- What effect does the uneven distribution of resources and services have on the lives of people?
- What approaches can be used to improve the availability of resources and access to services?

Units of Study / Topics	Assessment
<ul style="list-style-type: none"><li>• Water in the world</li><li>• Place and liveability</li></ul>	<ul style="list-style-type: none"><li>• Research assignments</li><li>• Mapping tasks</li><li>• Class tests</li><li>• Fieldwork</li><li>• Note taking</li></ul>

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## Subjects

### Health and Physical Education

The Year 7 curriculum supports students to refine their knowledge and skills in relation to their health, safety and wellbeing, whilst further developing confidence and movement competences in a range of physical activity settings. They analyse how body control and coordination influence movement composition and performance. They learn to transfer skills across a variety of physical activities. Students explore the important role that games and sports, outdoor recreation, lifelong physical activities and rhythmic and expressive movement activities play in shaping cultures and identities. They also reflect on and refine personal and social skills as they participate in a range of activities.

Units of Study / Topics	Assessment
<ul style="list-style-type: none"><li>• Identity and mental health</li><li>• Physical, social and emotional changes</li><li>• Health benefits of physical activity</li><li>• Challenge and adventure activities</li><li>• Games and sports</li><li>• Lifelong physical activities</li><li>• Rhythmic and expressive movement activities</li><li>• Swimming program and water safety activities (compulsory)</li><li>• Sun safety</li><li>• Water safety</li><li>• Nutrition</li></ul>	<ul style="list-style-type: none"><li>• Active participation in class activities</li><li>• Motor skills and tactics</li><li>• Topic tests</li></ul>

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## Subjects

### Humanities - History

In Year 7 History students will study history from the time of the earliest human communities to the end of the ancient period. The study of the ancient world includes the discoveries and the mysteries about this period of history, in a range of societies including Australia, Rome and China. The content provides opportunities for students to develop historical understanding through key concepts.

The key enquiry questions for Year 7 History are:

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

Units of Study / Topics	Assessment
<ul style="list-style-type: none"><li>• Investigating the ancient past – focus on Aboriginal and Torres Strait Islander peoples</li><li>• The Mediterranean World: Rome</li></ul>	<ul style="list-style-type: none"><li>• Source analysis</li><li>• Research tasks</li><li>• Timelines</li><li>• Note taking</li><li>• Mapping</li><li>• Class tests</li></ul>

# YEAR 7

## Subjects

### Mathematics

In Year 7 Mathematics, students still require active experiences that allow them to construct key mathematical ideas, but also gradually move to using models, pictures and algebraic symbols to represent these ideas.

The curriculum develops key understandings by extending the number, measurement, geometric and statistical learning from the early levels; by building foundations for future studies through an emphasis on patterns that lead to generalisations; by describing relationships from data collected and represented; by making predictions; and by extending topics that represent a key challenge in these levels, such as fractions and decimals.

In these levels of schooling, it is particularly important for students to develop a deep understanding of whole numbers to build reasoning and to strengthen their understanding of place value. These concepts allow students to develop proportional reasoning and flexibility with number through mental computation skills, and to extend their number sense and statistical fluency.

Units of Study / Topics	Assessment
<ul style="list-style-type: none"><li>• Geometry</li><li>• Fractions and decimals</li><li>• Algebra and equations</li><li>• Measurement</li><li>• Using basic probability and statistics</li><li>• Shapes and transformations</li></ul>	<ul style="list-style-type: none"><li>• Topic tests</li><li>• Assignments</li><li>• Problem solving</li></ul>

# YEAR 7

## Subjects

### Music

In Year 7 Music students engage with the performance of music. Students will develop and refine their technical and expressive ability with instrument or voice through a series of performance practices. They will work both in groups and as a soloist, and will learn to play songs from a variety of media.

Students will also engage with the creation of music through use of digital audio workstations. Students will explore elements of music and develop an understanding of how they interrelate and can be manipulated to create songs.

Units of Study / Topics	Assessment
<ul style="list-style-type: none"><li>• Performance</li><li>• Composition</li></ul>	<ul style="list-style-type: none"><li>• Rehearsal observation</li><li>• Performance assessment</li><li>• Songwriting</li></ul>

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## Subjects

### Product Design and Technology

These units explore the hand tools that are used in Technology. It looks at their correct use and safe handling. Particular attention will be given to the tools and their correct names to familiarise students with the language of the subject.

The second focus is on developing skills in creating and making 3D projects. Students will be given a base design project and expected to make appropriate changes to both appearance and construction method. Students are introduced to a range of materials: wood, metals, plastics and paper. They will examine the characteristics of these materials to determine the most appropriate to use.

The final section of the course involves self-evaluation of their work.

Units of Study / Topics	Assessment
<ul style="list-style-type: none"><li>• Investigation and design</li><li>• Production and evaluation</li><li>• Projects such as: toilet roll holder, duck letter holder, serviette holder and cheese board</li></ul>	<ul style="list-style-type: none"><li>• Theory component including a sketchbook containing research, a design brief, visualisation drawings and evaluation</li><li>• Practical component including a number of small projects assessed on design and level of finish</li></ul>



# YEAR 7

## Subjects

### Religious Education

In Religious Education, students commence the year by exploring their sense of belonging and community through examining their experiences at school and beyond it. This assists students in their adjustment to Senior School and allows new students to gain a deeper understanding of the school's history.

Foundational to the Christian faith is the life of Jesus, and we explore his life and teaching whilst assisting students to feel confident understanding different Bible stories. Students analyse both traditional and more modern artistic interpretations of Jesus' life.

The second half of the course focuses on World Religions, where students learn about various religions including Buddhism, Sikhism, Hinduism, Judaism, Islam and Christianity. Students are encouraged to understand important beliefs from each religion, improve their vocabulary and consider the rituals that are important in the lives of millions of believers globally.

Units of Study / Topics	Assessment
<ul style="list-style-type: none"><li>• Community</li><li>• Jesus</li><li>• World Religions: Hinduism, Buddhism and Sikhism</li><li>• World religions: Judaism, Christianity and Islam</li></ul>	<ul style="list-style-type: none"><li>• Extended written reflection</li><li>• Art analysis</li><li>• End of unit test</li><li>• Comparative analysis</li></ul>

# YEAR 7

## Subjects

### Science

In Year 7 students begin a four-year program that introduces them to the various scientific disciplines and correct use of scientific equipment whilst working safely in a laboratory. The Year 7 Science course is designed to prepare students with solid background knowledge in the following key areas of Science:

- Biological Science
- Physical Science
- Chemical Science
- Earth and Space Science

Material covered at this level of the course is designed to fascinate and engage adolescent learners whilst encouraging curiosity in the world around them and towards everyday scientific applications.

They explore the diversity of life on Earth and continue to develop their understanding of the role of classification in ordering and organising information. They use and develop models to describe changes within systems. Students make accurate measurements and control variables to analyse relationships between system components. They explore and explain these relationships through appropriate representations and consider the role of science in decision making processes. Whilst developing their Science Inquiry Skills, students identify questions and problems that can be investigated scientifically and make predictions based on scientific knowledge. They work collaboratively to plan and conduct a range of investigations. Students are also encouraged to actively use appropriate scientific language and representations to communicate science ideas, methods and findings.

Units of Study / Topics	Assessment
<ul style="list-style-type: none"><li>• Science Skills</li><li>• Classification and Interactions in Ecosystems</li><li>• States of Matter and Mixtures</li><li>• Planet Earth and Earth's Resources</li><li>• Forces and Simple Machines</li></ul>	<ul style="list-style-type: none"><li>• Topic tests</li><li>• Practical and Analytical Tasks</li><li>• Projects and Assignments</li><li>• Collaborative and Independent Research Investigations</li></ul>

#### Additional Information

Students will be given the opportunity to take part in various activities including excursions, incursions and nationally based competitions.

# YEAR 7

## Subjects

### Visual Communication Design (VCD)

Students will be introduced to both two-dimensional and three-dimensional drawing systems and will learn to recognize and interpret both drawing styles. Freehand drawing and instrumental drawing skills will be introduced, and students will learn to render using tone to enhance three-dimensional form.

They will:

- Use a range of media including paper, pencils, markers and digital media
- Learn the basics of Adobe Photoshop to make creative design solutions for their own visual communication
- Learn basic terminology to analyse simple communications

Units of Study / Topics	Assessment
<ul style="list-style-type: none"><li>• Learning design elements and principles</li><li>• Creative type and logo design</li><li>• Instrumental drawing</li><li>• Advertisement layout</li></ul>	<ul style="list-style-type: none"><li>• Drawing skills</li><li>• Instrumental drawing techniques</li><li>• Use of media and digital media</li><li>• Neatness and presentation</li><li>• Critical Analysis of design elements</li><li>• Knowledge of design terms</li><li>• Development of ideas</li></ul>

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Bright minds, kind hearts.