

Year 7 Chinese

2024 Stage 4 Scope and Sequence

	Term 1	Term 2	Term 3	Term 4
Content	<ul style="list-style-type: none"> • Greetings • Self-introduction • Numbers • Age 	<ul style="list-style-type: none"> • Family • Pets • My Birthday and Dates 	<ul style="list-style-type: none"> • Hobbies • Sports • What's the time? 	<ul style="list-style-type: none"> • Food and Drinks
Assessment	<p>Task 1: 20%</p> <ul style="list-style-type: none"> • Listening • Writing 	<p>Task 2: 20%</p> <ul style="list-style-type: none"> • Speaking 	<p>Task 3: 20%</p> <ul style="list-style-type: none"> • Reading 	<p>Task 4: 40%</p> <p>Yearly Examination (Listening, reading, writing)</p>
<p>Full descriptions of course outcomes can be viewed on the relevant Syllabus document through NESAs.</p>				
Syllabus Outcomes	<p>LCH4-1C, 2C, 3C, 4C, 5U, 6U, 7U, 8U, 9U</p>			

Year 7 Drama

2024 Stage 4 Scope and Sequence

	Term 1	Term 2	Term 3	Term 4
Content	<p>Elements of Drama</p> <p>In this unit students will be introduced to the dramatic elements of character, space, focus, tension, movement and sound through group workshops.</p>	<p>Elements of Drama</p> <p>In this unit students will expand their knowledge of the dramatic elements by working with characters in role, levels in space, contrast to enhance focus, timing and rhythm to build tension, and more complex uses of movement and sound through group workshops.</p>	<p>Improvisation & Playbuilding</p> <p>Students will learn the basic skills of improvisation: giving offers and accepting them as well as ways to advance or extend a narrative.</p> <p>Preparation for MADD night</p>	<p>Improvisation & Playbuilding</p> <p>Improvisation will be taught using Theatresports as the focus of this learning.</p> <p>Preparation and performance for MADD night</p>
Assessment	Students in groups create a short piece in which they use the elements of drama to tell the story of characters in a specified place.	Students in groups, playbuild a scene from a title provided by the teacher, demonstrating substantial knowledge of the elements of drama.	Students will be assessed on their Improvisation & Playbuilding work to a performance standard	Students explore improvisation based activities linked to Theatre Sports and Students participate in an in-class Theatresports challenge.
<p>Full descriptions of course outcomes can be viewed on the relevant Syllabus document through NESAs.</p>				
Syllabus Outcomes	4.1.1, 4.1.2, 4.2.1, 4.3.1, 4.3.3	4.1.1, 4.1.2, 4.1.3, 4.1.4, 4.3.1, 4.3.3	4.1.1., 4.2.1, 4.1.4, 4.3.2, 4.3.3	4.2.1, 4.2.2, 4.2.3, 4.3.3

Year 7 English

2024 Stage 4 Scope and Sequence

	Term 1	Term 2	Term 3	Term 4
Content	'How friendship changes everything': novel study 'A Hero Will Rise?': fantasy genre film study	'A Hero Will Rise?': fantasy genre film study cont. 'A World of Words': poetry study	'A World of Words': poetry study cont. 'Acting Out': drama text study	'Acting Out': drama text study cont. 'A Picture's Worth A Thousand Words': visual text study
Assessment	Semester 1 Portfolio task, Part 1 (T1, Week 7; 20%)	Semester 1 Portfolio task Part 2 (T2, Weeks 5-6; 25%)	Poetry anthology (T3, Week 5, 25%)	Performance and reflection task (T4, Week 4; 30%)
Full descriptions of course outcomes can be viewed on the relevant Syllabus document through NESAs.				
Syllabus Outcomes	EN4-RVL-01; EN4-URB-01; EN4-ECA-01	EN4-RVL-01; EN4-URC-01; EN4-ECB-01	EN4-URA-01; EN4-URB-01; EN4-ECA-01	EN4-RVL-01; EN4-URB-01; EN4-ECA-01; EN4-ECB-01

	Term 1 (History)	Term 2 (History)	Term 3 (Geography)	Term 4 (Geography)
Content	<p>Depth Study 1: Investigating the Ancient Past Students explore the nature of history through archaeology and the nature of sources and how they are analysed to construct an understanding of the past. This topic develops the fundamental skills for historical inquiry and is embedded throughout the remaining depth studies.</p> <p>Depth Study 2: The Mediterranean World: Egypt Students examine the physical features of Ancient Egypt and how it influenced the development of the civilisation. Key groups and individuals, as well as significant beliefs, values and practices are studied. The depth study ends with an exploration of how contact with other civilisations and societies expanded trade and may have led to conflict and peace treaties.</p>	<p>Depth Study 2: The Mediterranean World: Egypt (Continued)</p> <p>Depth Study 3: The Asian World: China Students examine the physical features of Ancient China and how it influenced the development of the civilisation. Key groups and individuals, as well as significant beliefs, values and practices are studied. The depth study ends with an exploration of how contact with other civilisations and societies expanded trade and may have led to conflict and peace treaties.</p>	<p>Landscapes and Landforms Students explore landscapes and landforms using examples from Australia and throughout the world. They explain processes that create landscapes and shape individual landforms and they describe the value of landscapes and landforms to different people. Issues of landscape degradation and ways to manage and protect landscapes and landforms are investigated along with a natural hazard associated with landscapes and people's responses to that hazard.</p>	<p>Place and Liveability Students discuss factors that influence people's perceptions of the liveability of places. They investigate features and characteristics of places across a range of scales that support and enhance people's wellbeing such as community identity, environmental quality and access to services and facilities. Students assess the liveability of places and propose strategies to enhance the liveability of a place in Australia.</p>
	Geographical skills, fieldwork and ICT integrated into content and assessment.			
Assessment	Artefact and Oral Presentation	Personality Profile	Geographical report on Landscapes and Landforms topic	Examination Skills and Place and Liveability topic
Full descriptions of course outcomes can be viewed on the relevant Syllabus document through NESAs.				
Syllabus Outcomes	HT4-1, HT4-2, HT4-3, HT4-5, HT4-6, HT4-8, HT4-9, HT4-10	HT4-1, HT4-2, HT4-3, HT4-4, HT4-6, HT4-8, HT4-9, HT4-10	GE4-1, GE4-2, GE4-4, GE4-5, GE4-7, GE4-8	GE4-1, GE4-3, GE4-4, GE4-6, GE4-7, GE4-8

Year 7 Mathematics

2024 Stage 4 Scope and Sequence

[Full descriptions of course outcomes can be viewed on the relevant Syllabus document through NESAs](#)

Term 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Outcomes	Calculator Skills		Probability		Whole Numbers			Integers		
	MAO-WM-01, MA4-INT-C-01, MA4-FRC-C-01, MA4-IND-C-01		MAO-WM-01, MA4-PRO-C-01		MAO-WM-01, MA3-RN-01, MA3-AR-01, MA3-MR-01, MA3-MR-02			MAO-WM-01, MA3-RN-01, MA4-INT-C-01		
Content	Introduction to the calculator, including: basic operations; integers; powers & roots and fractions.		Solves problems involving the probabilities of simple chance experiments.		Reads and represents whole numbers. Calculate with whole numbers, applying a range of strategies to aid computation.			Compares, orders and calculates with integers to solve problems.		

Term 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Outcomes	Angle Relationships			Fractions			Data classification and visualisation			
	MAO-WM-01, MA4-ANG-C-01			MAO-WM-01, MA4-FRC-C-01			MAO-WM-01, MA4-DAT-C-01			
Content	Applies angle relationships to solve problems, including those related to transversals on sets of parallel lines.			Converts, orders and performs the four operations with fractions.			Classifies and displays data using a variety of graphical representations.			

Term 3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Outcomes	Algebraic Techniques and Equations				Properties of Geometrical Figures			Decimals		
	MAO-WM-01, MA4-ALG-C-01, MA4-EQU-C-01				MAO-WM-01, MA4-GEO-01			MAO-WM-01, MA4-FRC-C-01		
Content	Generalises number properties to operate with algebraic expressions. Applies algebraic techniques to solve problems involving simple linear equations.				Identifies and applies the properties of triangles and quadrilaterals to solve problems.			Compares, orders and calculates with decimals. Applies the four operations with decimals. Rounds decimals.		

Term 4	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Outcomes	Length, Area and Solids				The Number Plane			Catch-Up		
	MAO-WM-01, MA4-LEN-C-01, MA4-ARE-C-01, MA4-VOL-C-01				MAO-WM-01, MA3-GM-01, MA4-LIN-C-01					
Content	Applies knowledge of the perimeter and area of shapes including circles to solve problems. Describe the different views of prisms and solids.				Students locate and describe points on the Cartesian Plane using coordinates. Performs transformations on the Cartesian plane.					

Year 7 Music

2024 Stage 4 Scope and Sequence

	Term 1	Term 2	Term 3	Term 4
Content	<p>Unit 1: Introduction to Drum Kit + Tone Colour</p> <p>Performance</p> <ul style="list-style-type: none"> Learn to play a drum beat, fill and play to a backing track/click track. Learn to sing the national anthem in Dharawal language. Compose and perform a graphic Score understand their role within an ensemble and control tone and volume <p>Listening</p> <ul style="list-style-type: none"> Complete Duration Booklet and study for the quiz. SWAY - What is Music? The sounds around us Properties of sound What causes sound? Methods of Sound Production The Sounds of Music Organising Sounds Concepts of Music - Duration Tempo Concepts of Music - Duration Note Values <p>Composition</p> <ul style="list-style-type: none"> Organising sounds into musical patterns using non melodic percussion. Graphic Notation 	<p>Unit 2: Introduction to Keyboard + Ptch & Duration</p> <p>Performance</p> <ul style="list-style-type: none"> Introductory keyboard skills. Learn to play Ode to Joy (RH & LH) using correct technique. Learn the National Anthem in Dharawal, Inanay and Ngaya Naba. <p>Listening</p> <ul style="list-style-type: none"> Complete Pitch booklet focusing on the notes on the treble and bass clefs and study for the quiz recognise rhythmic & melodic patterns and beat groupings Duration & Pitch Booklets for homework <p>Composition</p> <ul style="list-style-type: none"> Add keyboard riff chords and a bass line to the percussion Arrangement. 	<p>Unit 3: Introduction to Cubase + Texture</p> <p>Performance</p> <ul style="list-style-type: none"> Rock v's Pop band unit. Students work in small ensembles to perform 4 levels of arrangements for rock band instruments <p>Listening</p> <ul style="list-style-type: none"> Analysing structure and roles of instruments in Rock n Pop aurally identify layers within a texture explore the music and influences of Aboriginal and Torres Strait Islander Peoples. Traditional contemporary music. Australian First nations Artist Research Task <p>Composition</p> <ul style="list-style-type: none"> Developing keyboard skills using Cubase software to create an arrangement using the chord progression Am/G/F/G/ OR C/G/F/G/ (see Assess Task) 	<p>Unit 4: Introduction to Guitar</p> <p>Performance</p> <ul style="list-style-type: none"> Introductory guitar skills. The parts of the guitar and learning to play the chords G, C, Em, D. Play basic strumming patterns and more complex strumming patterns. "Perfect", "Someone Like You" & "Riptide" sing and play independent parts against contrasting parts <p>Listening</p> <ul style="list-style-type: none"> Start/Continue with Music Tech Teacher Cert 1 - 7 <p>Composition</p> <ul style="list-style-type: none"> Create your own strumming patterns for the chord progression OR work in groups to create an arrangement of a cover song of your choice.
	Assessment	<ul style="list-style-type: none"> PART A: Play a basic rock beat with drum fill (In-class) 20% PART B: Composition + Graphic Notation (In Class + hand-in) 10% 	<ul style="list-style-type: none"> Theory Test based on Note Values & Names (In-class) 10% Perform Ode to Joy on keyboard (In-class) 20% 	<ul style="list-style-type: none"> Compose a 6 track Loop Composition using Cubase software (in- class/hand-in) 20%
<p>Full descriptions of course outcomes can be viewed on the relevant Syllabus document through NESAs.</p>				
Music Differentiation	<ul style="list-style-type: none"> Composition can include more layers of sound both rhythmic and melodic in C or Am. Use Editing functions to extend & refine the composition. Stick control and foot control sheets for performance Go on to Music tech teacher certificate 1 	<ul style="list-style-type: none"> Learn to play Extension Pieces 1 & 2 Jingle Bells & Greensleeves – Google Classroom Begin work on MTT Cert 2 	<ul style="list-style-type: none"> Add a vocal track to your loop composition Extend your composition by adding extra layers of sound Begin MTT certificate course 	<ul style="list-style-type: none"> Perform more complex strumming patterns and learn the chords AM, Am, FM, EM Learn how to play using bar chords. Perform 'Fight Song' 'Riptide'. Begin work on MTT Cert 3 - Rhythms
Syllabus Outcomes	4.2, 4.3, 4.7, 4.9	4.1, 4.2, 4.3, 4.9	4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10	4.2, 4.3, 4.7, 4.9

Year 7 Personal Development, Health and Physical Education

2024 Stage 4 Scope and Sequence

	Term 1	Term 2	Term 3	Term 4
Content (Theory)	<p>It's Personal Students examine the factors that contribute to a sense of self and how these contribute to their own and others' personal identity. Students will be involved in self-reflection, group discussion and practical strategies to help them navigate through the changes and challenges of adolescence and their first year of high school.</p>	<p>Empower Each Other Students will focus on developing their interpersonal skills and strategies to deal with difficult situations. In this unit, students will discover support services available to them to support their mental health and overall wellbeing.</p>	<p>Healthy Choices With global and local obesity rates continuing to rise, and an increase in lifestyle diseases, the interconnectedness of nutrition and physical activity is key. In this integrated unit, students will develop skills in planning and decision making to assist with making healthy choices.</p>	<p>Safe Living In this integrated unit, students will discuss the risk factors and safety behaviours associated with sun, sport, road, water and fire safety and participate in practical activities to support their understanding of living a safe and healthy life.</p>
Content (Practical)	<p>Fundamental Movement Skills Students will participate in a range of activities that develop their acquisition of basic movement skills</p> <p>CreativeDance Students will explore the elements of space, time, objects, effort and relationships through a range of dance experiences. They will compose and perform a group sequence in response to a chosen stimulus.</p>	<p>Athletics Students will develop and enhance their skills in field and track events</p> <p>Net and Court Games Students will develop their capacity to transfer movement skills across a range of net and court sports activities</p>		
Assessment	Group Dance(Movement Pitch)	Empower Each Other Choice Board Athletics (ongoing informal assessment)	<ul style="list-style-type: none"> - Premier's Sporting Challenge practical participation - Data Analysis/Research task 	Safe Living Task
Full descriptions of course outcomes can be viewed on the relevant Syllabus document through NESAs.				
Syllabus Outcomes	4.2, 4.4, 4.6, 4.9, 4.10, 4.11	4.1, 4.2, 4.3, 4.4, 4.5, 4.10, 4.11	4.4, 4.6, 4.7, 4.9, 4.10, 4.11	4.4, 4.6, 4.10, 4.11

	Term 1	Term 2	Term 3	Term 4
Content	<p>Introduction to Science Using laboratory equipment, safety and experimental design.</p> <p>A Chance of Rain This topic investigates how the properties of the different states of matter can be explained in terms of the motion and arrangement of particles. It then focuses on the importance of water as a resource and the water cycle in the environment.</p>	<p>Survivor This topic investigates the differences within and between groups of organisms and how classification helps to organise this diversity. It then focuses on cells as the basic units of living things and have specialised structures and functions.</p>	<p>May the Force Be With You This topic examines the nature of forces and the everyday observation and application of forces that act at a distance. It then relates forces to the workings of our Solar System.</p>	<p>Heavy Metal Rocks This topic introduces the concept of atoms, molecules and compounds and how they can be found in the Earth's crust and are the basis of rocks and minerals. It then focuses on the ever changing nature of the Earth's crust as a result of plate tectonics, weathering, erosion and mining.</p>
Assessment	<p>Solar Still assignment (Includes experimental design and report writing)</p> <p>Topic Test</p>	<p>Cell Model</p> <p>Topic Test</p>	<p>Practical Task with Graphing</p> <p>Topic Test</p>	<p>Topic Test</p>
<p>Full descriptions of course outcomes can be viewed on the relevant Syllabus document through NESAs.</p>				
Syllabus Outcomes	<p>SC4-CW1, SC4-ES4, SC4-4WS, SC4-5WS, SC4-6WS, SC4-8WS, SC4-9WS</p>	<p>SC4-LW1, SC4-LW2, SC4-4WS, SC4-5WS, SC4-6WS, SC4-8WS, SC4-9WS</p>	<p>SC4-PW1, SC4-PW2, SC4-ES2, SC4-4WS, SC4-5WS, SC4-6WS, SC4-7WS, SC4-9WS</p>	<p>SC4-CW2, SC4-ES1, SC4-4WS, SC4-5WS, SC4-6WS, SC4-7WS, SC4-9WS</p>

	Term 1 25 Hours	Term 2 25 Hours	Term 3 25 Hours	Term 4 25 Hours
Content	<p>Agriculture & Food Technologies- The Chef and the Gardener</p> <p>Students learn about the processes of food and fibre production and investigate sustainable supply of agriculturally produced raw materials. Food technologies focuses on the use of resources produced to sustain human life. Students learn about the characteristics and properties of food, develop knowledge and understanding about food selection and preparation, food safety and how to make informed choices when preparing nutritious food.</p>	<p>Material Technologies-Designer Inc</p> <p>The Material Technologies context focuses on the application of specialist skills and techniques to a broad range of traditional, contemporary and advancing materials. Students develop knowledge and understanding of the characteristics and properties of a range of materials through research, experimentation and practical investigation, and when they make products to satisfy identified needs and opportunities.</p>	<p>Engineered Systems-Bridges</p> <p>The Engineered Systems context focuses on how force, motion and energy can be used in systems, machines and structures. Students are provided with opportunities to experiment and develop prototypes to test their solutions. They understand how forces and the properties of materials affect the behaviour and performance of engineered systems, machines and structures. Knowledge of these principles and systems enables the design and production of sustainable, engineered solutions.</p>	<p>Digital Technology -Robotics</p> <p>Students have the opportunity to become innovative creators of digital technologies and users of digital systems and critical consumers of the information they convey. Students are provided with opportunities to develop fluency in programming languages and use these skills to solve information problems and to automate repetitive tasks.</p>
Student experience	<p>This topic's Design Project requires students to:</p> <ul style="list-style-type: none"> ● prepare a food from a range of recipes (in groups) ● research and design a portable, self-watering system for growing a herb, vegetable or fruit from a recycled vessel. ● Investigate agricultural practices of Australia/World <p>Students document their skill-development tasks in a design and production folio</p>	<p>This topic's Design Project requires students to:</p> <ul style="list-style-type: none"> ● investigate carrier-style textile products currently on the market ● develops creative solutions and skill in a textiles context ● plans and manages their design choices and solutions ● construct of a textiles item (credential wallet or bag) <p>Students document their skill-development tasks in a design and production folio</p>	<p>This topic's Design Project requires students to:</p> <ul style="list-style-type: none"> ● Students document their skill-development tasks in a design and production folio ● Construct an engineered solution 	<p>Develops algorithms, learns introductory coding, and computational thinking skills</p>
Assessment	<p>Individual Topic Portfolio for each topic weighting and Design Project Components 25% each topic</p>			
<p>Due to resource constraints, the Year 7 topics are taught in a rotational order which will also affect assessment timing.</p>				
<p>Full descriptions of course outcomes can be viewed on the relevant Syllabus document through NESAs.</p>				

	Agriculture & Food Technologies	Material technologies	Engineered Systems	Digital Technology
Syllabus Outcomes	<ul style="list-style-type: none"> › designs, communicates and evaluates innovative ideas and creative solutions to authentic problems or opportunities TE4-1DP › plans and manages the production of designed solutions TE4-2DP › selects and safely applies a broad range of tools, materials and processes in the production of quality projects TE4-3DP › investigates how food and fibre are produced in managed environments TE4-5AG › explains how the characteristics and properties of food determine preparation techniques for healthy eating TE4-6FO › explains how people in technology related professions contribute to society now and into the future TE4-10TS 	<ul style="list-style-type: none"> › designs, communicates and evaluates innovative ideas and creative solutions to authentic problems or opportunities TE4-1DP › plans and manages the production of designed solutions TE4-2DP › selects and safely applies a broad range of tools, materials and processes in the production of quality projects TE4-3DP › investigates how the characteristics and properties of tools, materials and processes affect their use in designed solutions TE4-9MA › explains how people in technology related professions contribute to society now and into the future TE4-10TS 	<ul style="list-style-type: none"> › designs, communicates and evaluates innovative ideas and creative solutions to authentic problems or opportunities TE4-1DP › plans and manages the production of designed solutions TE4-2DP › selects and safely applies a broad range of tools, materials and processes in the production of quality projects TE4-3DP › explains how force, motion and energy are used in engineered systems TE4-8EN › explains how people in technology related professions contribute to society now and into the future TE4-10TS 	<ul style="list-style-type: none"> › designs, communicates and evaluates innovative ideas and creative solutions to authentic problems or opportunities TE4-1DP › plans and manages the production of designed solutions TE4-2DP › designs algorithms for digital solutions and implements them in a general-purpose programming language TE4-4DP › explains how data is represented in digital systems and transmitted in networks TE4-7DI › explains how people in technology related professions contribute to society now and into the future TE4-10TS

Year 7 Visual Arts

2024 Stage 4 Scope and Sequence

	Term 1	Term 2	Term 3	Term 4
Content Art Making	<p>“Impressionable Room”</p> <ul style="list-style-type: none"> • Foam Core print • Investigation IT • Drawing (Realistic/Decorative Patterns) • Accuracy; Size; Space; Perspective - Numeracy • Printmaking 	<p>“Impressionable Room”</p> <ul style="list-style-type: none"> • Foam Core print • Investigation IT • Drawing (Realistic/Decorative Patterns) • Accuracy; Size; Space; Perspective - Numeracy • Printmaking 	<p>“ The Organiks”</p> <ul style="list-style-type: none"> - Australian Native Flowers: Watercolour - Organic Landscape - Investigation IT - Drawing (Realistic) - Accuracy; Size; Space -Numeracy 	<p>Continue “The Organiks”</p> <p>Tattoo Hands Extension Work</p> <ul style="list-style-type: none"> - Imaginary drawing based on symbols composition, patterns and size.
Content Art Theory	<p>Research Various Artists (Refer to Worksheet) Structural Frame; Subjective; Postmodern</p>	<p>Research Various Artists (Refer to Worksheet) Structural Frame; Subjective; Postmodern</p>	<p>Research Various Artists (Refer to Worksheet) Structural Frame/Cultural Frame</p>	<p>Research Various Artists (Refer to Worksheet) Structural Frame; Subjective; Postmodern</p>
Assessment	<p>1. VAPD 20%</p>	<p>2. THEORY 10% 3. PRACTICAL 30%</p>	<p>4. PRACTICAL 40%</p>	
<p>Full descriptions of course outcomes can be viewed on the relevant Syllabus document through NESAs.</p>				
Syllabus Outcomes	4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10	4.1, 4.3, 4.4, 4.6, 4.7, 4.9	4.1, 4.3, 4.6, 4.9	4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10