Year 7

2027 CURRICULUM

Recognising that Year 7 is an important year for transition, all students are assigned to a Home Group providing a 'home base' for students and giving them the security of a special place that is their own.

Students study English, Health & Physical Education, Humanities, Mathematics, Science and Wellbeing in their core classroom. For other subjects, students move to specialist teachers and specialist areas of study.

Students study the following compulsory subjects:

- Art and Design
- Cross-Curriculum Studies (CCS)
- Design, Technology and Engineering
- Digital Technologies
- English
- Food Technology
- Humanities
- Mathematics
- Music (Band or General)
- Physical Education and Health
- Science
- Theatre Arts
- Wellbeing

Elective subjects:

Students choose a language - one of French or Chinese (or Cross-Curriculum Studies*).

* Cross-Curriculum Studies may be available to students with an identified individual learning plan and can only be chosen in consultation with the Head of Inclusivity and Learning Enhancement.

ART AND DESIGN

Learning Area: The Arts

Course Length: One semester

Content:

This course is all about exploring creativity through art and design. Students will get hands on with painting, sculpture, printmaking and mixed media, while also diving into the exciting world of design, including architecture, product design and graphic design.

Through fun, practical projects, students will learn how to develop ideas, solve problems and turn their imagination into finished artworks and design solutions. They will sketch, build, design and experiment using a mix of traditional materials and digital tools.

A number of projects are inspired by real artists and designers from Australia and around the world, helping students make meaningful connections with creative practices today. Along the way, students will discover their own creative style, build confidence and learn how art and design shape the world we live in.

This subject aims to:

- Help students find their creative voice
- Build skills in both art and design
- Explore different styles, movements and creators
- Encourage safe and respectful use of materials and tools
- Support positive, creative collaboration

Students will be given the opportunity to acquire the following knowledge and skills:

- Confidence in developing creative ideas and responding to themes
- Practical skills in drawing, painting, sculpting and digital design
- An understanding of traditional and contemporary art and design practices
- The ability to discuss, interpret and reflect on artworks and design outcomes

ASSESSMENT:

Formative and summative assessment using the Achievement Standards as specified by the Australian Curriculum.

CHINESE

Learning Area: Languages

Course Length: One year

Content:

The Chinese Language Program is designed to foster intercultural understanding, which is central to our curriculum. Students will develop their reading, writing, listening, and speaking skills in alignment with the Australian Curriculum. Beyond language acquisition, students will immerse themselves in Chinese culture through various interactive and creative activities. We also cater to students with Chinese language background. Please make this known in the comments section of your selection form. The study of Chinese continues through to the end of Year 8.

Key components of the program:

1. Language Skills Development
    - **Reading:** Learning to read basic Chinese characters and simple texts.
    - **Writing:** Practicing writing Chinese characters and short sentences.
    - **Listening:** Developing listening skills through spoken Chinese exercises.
    - **Speaking & Conversation:** Engaging in spoken practice to improve pronunciation, fluency, and conversational skills in everyday contexts.
2. Cultural Experiences
    - **Cultural Projects:** Students will create advertisements that promote aspects of Chinese culture.
    - **Cultural Participation:** Engaging in traditional Chinese sports and activities, such as kicking the jianzi (shuttlecock), to gain a hands-on understanding of Chinese customs.

Our goal is to provide students with a holistic learning experience that blends language skills with cultural appreciation, helping them become more globally aware and culturally sensitive individuals.

ASSESSMENT:

Formative and summative assessment using the Achievement Standards as specified by the Australian Curriculum, including vocabulary, speaking, listening, reading and writing.

CROSS-CURRICULUM STUDIES (CCS)

Course Length: One year

Cross Curriculum Studies may be available to students who meet the criteria and have an identified individual education plan (IEP). This may only be chosen after consultation with the Head of Inclusivity and Learning Enhancement and will replace a language.

Content:

The aim of the Cross-Curriculum Studies course is to provide students with identified learning needs time to consolidate their learning from all curriculum areas. Additionally, they will receive targeted support to develop their literacy, numeracy, and executive functioning skills. Students will begin to learn time management and organisational techniques and complete homework and assignments with explicit scaffolding.

ASSESSMENT:

There is no formal assessment. However students receive regular feedback regarding their use of CCS time, approach to learning and the development of their executive function skills.

DESIGN, TECHNOLOGY AND ENGINEERING

Learning Area: Technologies

Course Length: One semester

Content:

In Year 7 Design, Technology & Engineering, students work both independently and collaboratively to explore ideas, develop practical skills, and produce quality outcomes. The course places strong emphasis on curiosity, research and defined understanding, while also introducing students to the rigour and discipline required in design and engineering contexts.

Students develop skills and safe work practices in the preparation, storage and handling of materials, complying with current health and safety legislation. They build understanding of design and production processes through the use of sketches and Computer Aided Design (CAD) software, which support idea development, planning and communication.

Throughout the course, students use a range of manufacturing technologies, including hand tools, machines, equipment and systems, to design and make products using timber, acrylic and electronics. The practical focus of the subject is balanced with research, reflection and evaluation, all of which are recorded in a written design folio aligned with the Australian Curriculum.

Products Students Design and Produce:

- A timber serving board, developing skills in workshop safety, machine use, accuracy and finishing
- An entrepreneurial laser-cut product, guiding students through the product design cycle from idea generation to production
- An LED torch, where students solder electronic components and develop a practical understanding of electrical circuits and componentry.

Assessment Overview

Assessment is based on the following criteria:

- Research & Investigating
- Planning & Development
- Producing & Evaluating

The course is divided into two assessment categories:

- Theory, which focuses on developing understanding through research, reflection and evaluation of design, technology and engineering processes using an ongoing portfolio
- Practical, which focuses on the exploration, development and application of skills, techniques and processes in a hands-on environment

Through experimentation, trial and teacher guidance, students learn to follow drawings and instructions, create finished products, and begin developing an understanding of industry and engineering practices.

ASSESSMENT:

Formative and summative assessment using the Achievement Standards as specified by the Australian Curriculum – Digital and Design Technologies.

DIGITAL TECHNOLOGIES

Learning Area: Technologies

Course Length: One semester

Content:

Individually and collaboratively, students work their way through a range of digital technology centred topics. They enhance their digital intelligence skills and awareness of emerging technologies. Students develop their understanding and proficiencies in computational thinking such as decomposing problems and prototyping. They engage with a wide range of information systems as they broaden their experiences through involvement in local and global activities.

Students define real-world problems, and consider constraints, so that they can use data to develop a solution. With the use of the Design Thinking Process, students create, enhance and evaluate a range of digital solutions. Students will be taught basic programming skills and through learning about Artificial Intelligence (AI), they further foster their understanding of the vital role that data plays in their lives.

Over the semester, students learn collaboratively on a range of projects so that they can consider ways of managing the exchange of ideas, tasks and files, and techniques for monitoring progress and feedback. When communicating and collaborating online, students develop an understanding of different social contexts.

Topics covered include:

- Programming, game design and development
- Artificial Intelligence and AI Ethics
- Entrepreneurship
- Design Thinking methodology
- Robotics and sensors
- Data collection and analysis
- Project management

ASSESSMENT:

Formative and summative assessment using the Achievement Standards as specified by the Australian Curriculum - Digital and Design Technologies.

ENGLISH

Learning Area: English

Course length: One year

Content:

As part of the Australian Curriculum, students engage with a variety of texts. They listen to, read, view, interpret, evaluate and perform a range of spoken, written and multimodal texts. Students develop their understanding of how texts, including media texts, are influenced by context, purpose and audience.

Students create a range of imaginative, informative and persuasive types of texts; for example, narratives, procedures, performances, reports and discussions. In addition, students are beginning to create literary analyses and transformations of texts.

By the end of Year 7, students listen to, read and view a range of spoken, written and multimodal texts. In addition, students analyse and compare text structures, language features and vocabulary choices.

They create a range of texts to inform, entertain, persuade and narrate. They interact with others in groups to exchange, debate and substantiate ideas and opinions. As individuals and in groups, they make oral presentations to share and promote points of view, supporting these presentations with selected evidence.

Students prepare for the Year 7 NAPLAN test through revision of their reading, writing, spelling, punctuation and grammar skills.

ASSESSMENT:

Formative and summative assessment using the Achievement Standards as specified by the Australian Curriculum.

FOOD TECHNOLOGY

Learning Area: Technologies

Course Length: One semester

Content:

Students are introduced to basic food preparation, nutrition, and safe and hygienic work practices, in line with the Australian Curriculum content descriptors.

Through the course, students investigate, design, plan, create and evaluate a range of healthy, on trend dishes.

Topics covered include:

- Food and kitchen hygiene and safety
- Kitchen orientation and practices
- Weighing and measuring
- Knife skills
- Food groups and Australian Dietary Guidelines
- The Kitchen Garden and Indigenous flavours
- Water Footprint

ASSESSMENT:

Formative and summative assessment using the Achievement Standards as specified by the Australian Curriculum, including written and practical food assignments.

FRENCH

Learning Area: Languages

Course Length: One year

Content: The French course is an introductory course designed to give students the opportunity to experience various aspects of French life and culture. The course aims to help students develop the ability to communicate in French in a fun and practical manner. Students will use their creativity, ingenuity, deductive reasoning, and initiative to develop their language skills through a variety of exciting activities. The study of French continues through to the end of Year 8.

We also cater to students with prior proficiency in French due to native or background speaking experience, extended in-country experience, or documented enrichment in the primary years. Please make this known in the comments section of your selection form

Key components of the program

Language Skills Development

- Reading: Learning to read basic French texts and simple passages.
- Writing: Practicing writing in French, from simple sentences to short paragraphs.
- Listening: Enhancing listening skills through French audio exercises and conversations.
- Speaking & Conversation: Improving pronunciation, fluency, and conversational skills in everyday contexts through spoken practice.

Cultural Experiences

- Cultural Projects: Engaging in projects that explore different aspects of French culture, such as creating advertisements or presentations on French customs and traditions.
- Interactive Activities: Participating in role-plays, singing French songs, and watching French video clips and films to reinforce language development.

Our goal is to provide students with a holistic learning experience that blends language skills with cultural appreciation, helping them become more globally aware and culturally sensitive individuals.

ASSESSMENT:

Formative and summative assessment using the Achievement Standards as specified by the Australian Curriculum, including vocabulary, speaking, listening, reading and writing.

HUMANITIES

Learning Area: Humanities and Social Science

Course Length: One year

Content:

The Humanities form an integral part of the Australian Curriculum. They are taught under two subject disciplines of Geography and History, but units are interconnected to make a meaningful narrative and exploration. Units of Civics and Citizenship and Economics and Business are also integrated into the course throughout the year.

Geography:

Geography is a structured way of exploring, analysing, and understanding the characteristics of the places and systems that make up our world. It has a focus upon contemporary issues with specific content being varied to capture topical case studies.

There are two major themes, both of which explore global issues but start with local studies. Water in the World is a study of this most essential resource as an element of the environment, and then looks at the social and economic implications of distribution in times of scarcity and plenty. Place and Liveability explores the characteristics of human needs, as reflected in urban settings in Australia and around the world. A popular field trip is undertaken to explore diversity within Adelaide.

History:

The History section of the course commences with an exploration of the Deep time history of Australia and theories and historical interpretations about early human evolution and migration, such as the theory that people moved out of Africa.

There is a focus on archaeological evidence. The course then explores elements of the Ancient world exploring aspects of the births of distinctive and long-lasting cultures with impact on the contemporary world. Throughout the course, the emphasis is on deductions based upon primary evidence.

ASSESSMENT:

Formative and summative assessment using the Achievement Standards as specified by the Australian Curriculum, including a range of written, oral, and multimodal tasks to achieve engagement and differentiation.

MATHEMATICS

Learning Area: Mathematics

Course Length: One year

Content:

Mathematics provides students with essential mathematical knowledge, skills, procedures and processes within six interrelated strands – number, algebra, measurement, space, statistics and probability. It develops the numeracy capabilities that all students need in their personal, work and civic lives, and provides the fundamentals on which mathematical specialties and professional applications of mathematics are built.

The curriculum provides students with learning opportunities to develop mathematical proficiency, including a sound understanding of and fluency with the concepts, skills, procedures and processes needed to interpret contexts, choose ways to approach situations using mathematics, and to reason and solve problems arising from these situations.

Numeracy development is core to the mathematics curriculum and, in addition, the general capabilities of most relevance and application to mathematics are Critical and Creative Thinking, Digital Literacy and Ethical Understanding.

In Year 7, learning in Mathematics builds on each student's prior learning and experiences. Students engage in a range of approaches to learning and doing mathematics that develop their understanding of and fluency with concepts, procedures and processes by making connections, reasoning, problem-solving and practice. Proficiency in mathematics enables students to respond to familiar and unfamiliar situations by employing mathematical strategies to make informed decisions and solve problems efficiently.

Topics at Year 7 include:

Number laws and properties, fractions, decimals and percentages, negative numbers, statistics, algebra, equations, measurement, geometry, probability, number patterns.

Students prepare for the Year 7 NAPLAN test through revision of their numeracy skills, with reference to the minimum standards as described on the NAPLAN website.

ASSESSMENT:

Formative and summative assessment using the Achievement Standards as specified by the Australian Curriculum, including skills and applications tasks and mathematical investigations.

MUSIC (BAND OR GENERAL)

Learning Area: The Arts

Course Length: One semester

Content:

Music at Year 7 has two streams, Music (General) and Music (Band). Students are eligible for Year 7 Band if they are undertaking private instrumental tuition. Tuition can be arranged through the College or externally. Students may have prior Instrumental experience or commence learning a new instrument in 2027 to be eligible for the Year 7 Music Band class.

In Year 7 Music Band, students develop performance skills on their instrument of choice through a practical band-based music course. The Year 7 Music Band subject runs during the normal school curriculum timetable and includes weekly class band time where students get the opportunity to play their chosen instrument in a class ensemble, developing their musicality at a higher level. Students will also develop their compositional, theoretical, analytical and music technology skills, exploring the elements of music throughout the one semester course. Music Band is an excellent choice for students who learn an instrument and want to continue to develop their skills in a curriculum-based ensemble.

In Year 7 Music General, students explore the elements of music through basic skill development in rhythm (percussion instruments, drum beats), and pitch (ukulele, guitar). They will develop as performers, particularly in group settings, and explore composition, theory and music in context. Students will also explore Music Technology topics to create tracks with loops in Garage Band.

Students and parents will have the opportunity to select Year 7 Music Band or Year 7 Music General in the subject selection process.

ASSESSMENT:

Formative and summative assessment using the Achievement Standards as specified by the Australian Curriculum.

PHYSICAL EDUCATION AND HEALTH

Learning Area: Physical Education and Health

Course Length: One year

Content:

This course aims to develop the knowledge, understanding, and skills to ensure students:

- Access, synthesise and evaluate information to take positive action to protect, enhance and advocate for their own and others' health, wellbeing, safety and physical activity across the lifespan.
- Develop and use personal, interpersonal, behavioural, social and cognitive skills and strategies to promote a sense of personal identity, wellbeing and to build and maintain positive relationships.
- Acquire, apply and evaluate movement skills, concepts and strategies to respond confidently, competently and creatively in a variety of physical activity contexts and settings.
- Engage in and enjoy regular movement-based learning experiences, and understand and appreciate their significance to personal, social, cultural, environmental and health practices and outcomes.
- Analyse how varied and changing personal and contextual factors shape understanding of, and opportunities for, health and physical activity locally, regionally and globally.

Health Education:

Topics covered include:

- Alcohol and Drug Education
- Relationships, Identity and Consent Education
- Physical Fitness and Health

Physical Education:

Students explore a range of movement types through themes including Athletics, Outdoor Terrains, Aquatics, Court-invasion, Field-invasion and Striking and fielding.

ASSESSMENT:

Formative and summative assessment using the Achievement Standards as specified by the Australian Curriculum.

SCIENCE

Learning Area: Science

Course Length: One year

Content: Year 7 Science is designed to engage students in learning through investigation, fostering curiosity and critical thinking while building connections to real-world contexts and issues that require informed and ethical consideration. The course is aligned with the Australian Curriculum and is structured around key content strands that develop both scientific knowledge and understanding. Within the Science Understanding strand, students explore fundamental concepts including biodiversity and classification, food webs, Earth and space cycles involving the Earth, Moon and Sun, forces and mass, the particle theory of matter, and the properties of substances and mixtures.

In addition to developing scientific knowledge, students examine Science as a Human Endeavour, gaining insight into the nature and development of scientific knowledge and the ways in which science influences and is influenced by society. This encourages students to consider the broader implications of scientific advancements and the importance of ethical decision-making in addressing contemporary global challenges.

A strong emphasis is placed on Science Inquiry Skills, where students actively engage in questioning and predicting, planning and conducting investigations, processing and analysing data, and evaluating and communicating their findings. Learning is further enhanced through STEM-based project work, where students apply their knowledge to solve problems, design and engineer solutions, and create working models. This hands-on, inquiry-driven approach supports the development of essential skills for lifelong learning and prepares students to think critically about the world around them.

ASSESSMENT:

Formative and summative assessment using the Achievement Standards as specified by the Australian Curriculum on practical design and implementation, research skills, group-work, knowledge and understanding, problem-solving and communication.

Types of assessment tasks include:

- Topic tests
- Practical investigations
- Research investigations.

THEATRE ARTS

Learning Area: The Arts

Course Length: One semester

Content:

Year 7 Theatre Arts is a dynamic program designed to ignite creativity and foster essential life skills through the arts. Students will delve into the exciting worlds of film, acting, public speaking, presentations, plays, and movement to develop confidence and collaboration. Our course offers a unique blend of activities to enhance students' abilities to express themselves clearly and confidently. Through acting exercises and play productions, students will learn the art of storytelling and character development, which helps them understand diverse perspectives and work effectively in teams. Film projects will encourage them to explore behind-the-scenes roles and creative problem-solving.

Public speaking and presentation sessions are integral parts of the curriculum, where students will practice crafting and delivering dialogue. These activities will build their oratory skills, ensuring they can articulate ideas with clarity and conviction. Additionally, movement exercises will teach them the importance of body language in communication, helping them convey emotions and messages non-verbally.

Learning Outcomes:

By the end of the Year 7 Drama course, students will have developed:

- Gain confidence in individual capabilities and movement
- Develop skills to work collaboratively with others
- Develop public speaking skills
- Utilise verbal cues effectively to express ideas
- Utilise non-verbal cues effectively to express ideas
- Learn the basics of stage craft and stage pictures

ASSESSMENT:

Formative and summative assessment using the Achievement Standards as specified by the Australian Curriculum.

WELLBEING

Course Length: One year

Content:

At Scotch, we understand 'Wellbeing' as a reference to the balance between an individual's resources and the challenges they face. The ScotchFit Framework helps to view challenges and resources as being either academic, physical, social, or psychological.

The Year 7 Wellbeing Program is designed to empower students through fostering their wellbeing resources so that they can embrace any challenges that they might face. The program combines social-emotional approaches, experiential learning, and psychological wellbeing principles, protective factors, and practices to foster all student's ability to be problem-solvers and proactive challenge seekers.

The Wellbeing Program is underpinned by seven interrelated themes:

- Connection to Self
- Connection to Others
- Digital Cultures
- Wellbeing Foundations
- Wellbeing Practices
- Independence
- Inclusive Community

Term 1 starts with Themes 1 and 2. 'Connection to Self' is all about exploring values, strengths, attitudes, goals, and identities, while 'Connection to Others' encompasses developing respectful relationships, shared expectations, understandings surrounding consent, and leads to the establishment of class cultures. The Year 7 Tarooki Camp is a core component of these two themes, providing students with an extraordinary experience to learn through.

Term 2 begin with the 'Digital Cultures' theme, focusing on building resources so that our students can navigate the challenges that they face, and have a positive impact on the digital cultures that they are part of. Students will explore their relationship with technology, foster healthy habits, predict the outcomes of online decisions, analyse real-world digital dilemmas, unpack the impact of social media, participate in cyber security workshops, and get 'hands on' in an online world where they will need to collaborate to be successful, among other learning opportunities.

Term 3 combines 'Wellbeing Foundations' and 'Wellbeing Practices' as the focus with interweaved themes. 'Wellbeing Foundations' begins with neuroplasticity, growth mindset, and the power of the brain. Students then take on the role of 'wellbeing researchers' and have the opportunity to learn about areas of wellbeing that are of interest to them, eventually sharing their learnings with the school community through hosting the 'Year 7 Wellbeing Conference' as a key signature learning experience. 'Wellbeing Practices' coincide with these studies. This theme aims to expose students to different approaches and practical components of wellbeing, from mindfulness to biological needs and a large-scale neuroplasticity practical, so that they can see these elements in action and develop a toolkit of personal, useable strategies.

Term 4 begins with 'Independence', where students engage in social-emotional learning around emotional regulation, personal responsibility, self-direction, mature mindsets, navigating social dilemmas and conflict resolution. The Healthy Minds School Program is embedded with this theme to reinforce psychological skills and further endorse mental health protective factors. The 'Inclusive Community' theme culminates the year program with a focus on service learning, social cohesion, and celebration of success.

Our cohort finish the year with two signature learning experiences designed to showcase and celebrate their independence and inclusion skills, the annual 'Ancient Civilisation Museums' and 'Year 7 Belonging Day'.

ASSESSMENT:

There is no formal assessment. However, students do receive an effort rating based on their use of class time and support.