

Yr 7 Term 2 2026 Curriculum Placemat

	Mathematics	English	Humanities	Science	Media Studies	Materials Design	HPE
Unit Name	Algebra	Narrative Storytelling	Medieval Europe	Physics (Energy Transformations)	Foundations of Media	Improving Fishing	Relationships & Sexuality
Assessment Type	<p>Students will use algebraic expressions to represent situations, describe the relationship between variables from authentic data and substitute values into formulas to determine unknown values.</p> <p>This will be assessed over two exams. Length: 60 minutes Answers: 75 to 300 words</p>	<p>Assessment 1: Analysis of Hybrid Text Students will analyse a chosen text (comic/graphic novel children’s picture book) to develop and demonstrate their understanding of hybrid text. They will investigate and analyse the use of imagery, text structure, story structure, and language features to inform their development of their own story. Students will use copies of pages from their chosen text identify:</p> <ul style="list-style-type: none"> • Short Structure • Text Structure • Language features <p>Assessment 2: Interactive Story Students will develop a character and create an interactive story for a specific audience. Students may develop comic strips for an adolescence or child audience or children’s story for a younger audience. Students must make use of story structure, text structure, language features, and imagery. This task will have four stages:</p> <ol style="list-style-type: none"> Planning out the character and story Creating a draft version of the story with images. Applying feedback and creating the final version of your story. Evaluating your story. 	<p>Assessment 1: Examination Students will examine and analyze a source in exam conditions. They will focus on the reliability and usefulness of the text. This assessment task will further develop skills developed in term 1. Examination – Week 3 Assessment: Inquiry Response Students will explore one topic related to Medieval Europe.</p> <ul style="list-style-type: none"> - Knights and Weapons - The Plague - Crime and Punishment - The Crusades - The Feudal system (Hierarchy). <p>They will use sources to respond to a key Inquiry question. Using historical language. (Change and Continuity, Cause and Effect, Perspective and Significance). Length – 400-600 words Due – Week 7</p>	<p>Assessment 1/3: In week 5 and week 10 students will complete reading and vocabulary assessments focused on the terms and reading skills that will be practice each week. These assessments will be worth 10% of the overall student grade for the term.</p> <p>Assessment 2: Scientific investigation Students will demonstrate their understanding of energy transformations as they work collaboratively to build a Rube Goldberg machine. They will then work individually to complete a scientific report showing their understanding of the scientific method through the building of their Rube Goldberg machine.</p>	<p>This unit builds students’ foundational Media Arts skills by teaching how shot types, angles, composition and simple symbolism create meaning. Students first analyse a provided image to demonstrate their understanding of media concepts and ethical practice. They then plan and produce a small media work using basic camera and editing skills to communicate a clear idea for an audience.</p> <p>A1: Communication Elements (wk 4, written) A2: Telling a story (wk 9, multimodal project)</p>	<p>Students create a designed solution based on an analysis of an engineering problem and make decisions about how to manipulate force, motion and energy to manage an engineered system. Students reflect on the problem to analyse how design factors, including ethical and sustainability considerations impact innovation for preferred futures. This will be completed using a fishing context.</p> <p>A1: Design Filio A2: Project</p>	<p>Students will learn about relationships and sexuality during adolescence – focusing on the social, physical and cognitive changes during adolescence. They will understand how empathy influences relationships and how important it is when approaching adolescence.</p> <p>The assessment this term is called ‘Approaching Adolescence’ where they respond to a text about an issue that someone is experiencing during the early stages of adolescence. They will respond to the text identifying what changes they are going through, why they are going through them, and how to show empathy for someone going through the issue.</p> <p>Length: 400-600 words Conditions: Individual, in-class</p>
Cognitive Verbs	<ul style="list-style-type: none"> • Recognise • Formulate • Solve • Describe • Generate 	<ul style="list-style-type: none"> • Identify • Explain • Create • Interpret • Evaluate 	<ul style="list-style-type: none"> • Identify • Justify • Describe • Develop • Use 	<ul style="list-style-type: none"> • Create • Explain • Develop • Understand 	<ul style="list-style-type: none"> • Analyse • Identify • Explain • Evaluate 	<ul style="list-style-type: none"> • Explore • Investigate • Explain • Develop • Evaluate 	<ul style="list-style-type: none"> • Identify • Analyse • Evaluate

Minimum Reading Expectations	<ul style="list-style-type: none"> ❖ Emphasis on depended reading, while maintaining modelled, shared, and guided reading for new and more complex text types, or parts of texts. ❖ Explicit attention to the increasingly complex nature of vocabulary, and sentence and text structure, and connecting ideas within and across texts – using SCORE ❖ Explicit instruction for new vocabulary and texts that comprise core literacy in the particular learning area / subject. 		
Cluster 13/14/15 Expectations	<p>Cluster 13 – Reading texts</p> <ul style="list-style-type: none"> ❖ Reads for sustained periods (30+ minutes) and maintains meaning in longer texts or across a variety of texts on a single topic over time. ❖ Adjusts reading rate appropriate to subject content and purpose. ❖ Applies technical vocabulary and content knowledge to create meaning when reading subject texts of increasing abstraction. ❖ Selects and reads texts in ways that best meet requirements of a task. ❖ Uses multiple reading pathways in a range of complex texts to locate and assemble information. ❖ Applies and further develops monitoring and self-correcting strategies in subject contexts. ❖ Applies and further develops fluent and expressive reading skills in subject contexts. 	<p>Cluster 14 – Reading texts</p> <ul style="list-style-type: none"> ❖ Reads a wide range of increasingly complex subject texts for sustained periods. ❖ Selects suitable reading pathways to engage with new content. ❖ Identifies multiple purposes for which texts are constructed. 	<p>Cluster 15 – Reading texts</p> <ul style="list-style-type: none"> ❖ Independently selects and reads an increasing volume and range of complex texts. ❖ Strategically navigates texts with speed and efficiency.
Minimum Writing Expectations	<ul style="list-style-type: none"> ❖ Explicit use of a writing journal at least twice a week for each subject area, teacher to maintain in the classroom, mark and provide feedback to each student ❖ Developing and applying three types of sentence structure – simple, compound and complex into writing ❖ Building vocabulary strategies to use for each subject area and apply in the journal writing process. 		
Cluster 13/14/15 Expectations	<p>Cluster 13 – Aspects of writing</p> <ul style="list-style-type: none"> ❖ Creates well-structured and sequenced texts for imaginative, informative and persuasive purposes. ❖ Chooses aspects and combinations of texts to suit particular purposes and audiences. ❖ Creates and develops ideas to explore a concept or theme. ❖ Uses paragraphing to structure information and partition events and ideas. ❖ Intentionally constructs a variety of sentence types, including complex sentences, for effect. ❖ Creates texts with appropriate design, layout and graphics. ❖ Self-regulates spelling and applies spelling knowledge and strategies to spell complex and subject specific vocabulary. ❖ Uses correct and appropriate punctuation to support meaning. ❖ Uses a range of editing strategies to improve clarity and consistency of style. ❖ Uses a legible, fluent handwriting style 	<p>Cluster 14 – Aspects of writing</p> <ul style="list-style-type: none"> ❖ Creates texts that incorporate substantial, elaborated ideas and themes. ❖ Uses, monitors and reflects on planning strategies to enhance the effectiveness of a text. ❖ Tailors writing in response to audience, purpose and context. ❖ Identifies and explores different perspectives and points of view. ❖ Demonstrates coherency by using a variety of devices that support readers to link ideas and establish relationships. ❖ Selects sophisticated grammatical structures to enhance quality of writing. ❖ Creates and manipulates texts that integrate different modes. ❖ Makes deliberate language choices for greater precision and technicality. ❖ Uses a range of complex punctuation to support clarity and precision of meaning. ❖ Correctly references resources 	<p>Cluster 15 – Aspects of writing</p> <ul style="list-style-type: none"> ❖ Creates a range of coherent texts for imaginative, informative and persuasive purposes. ❖ Explores challenging ideas and ethical dilemmas. ❖ Uses sophisticated grammatical features to express complex ideas and concepts. ❖ Constructs texts that have a variety of well developed, effective sentences for clarity and coherence. ❖ Manipulates language features and structures to suit context. ❖ Applies knowledge of word origins to spell unknown words. ❖ Uses complex punctuation strategically for effect. ❖ Efficiently revises, edits and proofreads texts to enhance accuracy and quality.

Year 7 - Term 2 Student Planning Calendar

Year 7 Term 2		Monday	Tuesday	Wednesday	Thursday	Friday	Weekend
1	20 – 24 Apr					Period 1 – ANZAC ceremony	ANZAC DAY
2	27 Apr – 1 May					7MED – SMITWI – Assessment Task 1 handed out	
3	4 – 8 May	LABOUR DAY	HPE – FOWKEM - Assessment Handout	7MED – SMITWI – Assessment Task 1 DRAFT due	7A HSS – MCLEBR - Exam		
4	11 – 15 May	7ENG – SMITWI – Assessment 1 In-class exam	7MATHS – SCHNBE- Exam 1 7A HSS - MCLEBR – Assessment Handed Out	7MED – SMITWI – Assessment Task 1 FINAL due			
5	18 – 22 May	7ENG – SMITWI – Assessment Task 2 handed out		7MED – SMITWI – Assessment Task 2 handed out		7Sci – Vocabulary Test #1	
6	25 – 29 May				7A HSS - MCLEBR – Draft Due	7MED – SMITWI – Assessment Task 2 DRAFT due	
7	1 – 5 Jun	HPE – FOWKEM- Assessment Draft due 7ENG – SMITWI – Assessment Task 2 DRAFT due			7A HSS – MCLEBR - Final Due 7Sci - PERRIA– Draft report due		
8	8 – 12 Jun	HPE – FOWKEM - Assessment Final due			7ENG – SMITWI – Assessment 2 FINAL due 7SCI - PERRIA – Report Due	7MED – SMITWI – Assessment Task 2 FINAL due	
9	15 – 19 Jun		7MATHS- SCHNBE- Exam 2		NAIDOC – Engagement		
10	22 – 26 Jun		7Sci – PERRIA - Vocabulary #2	MSHS – Athletics ½ day	MSHS – Athletics full day		