

Year 8 Term 2 2026 Curriculum Placemat

	Mathematics	English	Humanities	Science	Food and Fibre	Visual Art	Spanish
Unit Name	Delve into the unknown	Story Telling	History (Medieval Europe)	Physics (Energy Transformations)	Snacking for Life & Cushion Creations	War Art	Spanish for beginners
Assessment Type	<p>Assessment 1: Examination 1</p> <p>Students will answer questions applying algebraic properties to rearrange, expand and factorise linear expressions. Students use mathematical modelling to solve problems using linear relations, interpreting and reviewing the model in context.</p> <p>Assessment 2: Examination 2</p> <p>Students graph linear relations and solve linear equations with rational solutions and one-variable inequalities, graphically and algebraically. Students use mathematical modelling to solve problems using linear relations, interpreting and reviewing the model in context.</p>	<p>Assessment 1: Analysis of Hybrid Text</p> <p>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</p> <p>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</p> <p>Students will examine and analyse 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.</p> <p>Assessment 2: Investigation</p> <p>Students will describe the historical and significance of the periods between the ancient and modern past. They explain the causes and effects of the events, developments turning points, or challenges in Medieval, Renaissance or Pre-Modern Europe, or in societies connected to empires or expansions, or the societies of the Asia Pacific World during this period.</p> <p>Students will develop questions about the past to inform historical inquiry.</p>	<p>Assessment 1/3:</p> <p>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</p> <p>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>Food Specialisations:</p> <p>Students will explore a range of cooking techniques, explore Food Safety and Good Hygiene practices and apply them in the Home Economics Kitchen. They will apply project management skills when producing products and use a Criteria for Success to evaluate their progress in the Home Economics kitchen.</p> <p>Textiles:</p> <p>Students sew a cushion, demonstrating their skills and understanding of the use of the sewing machine, sewing techniques and controlling stitching techniques.</p> <p>Technique:</p> <p>Portfolio Collection of Work - Written & Practical</p> <p>Conditions:</p> <p>200-400 words per recipe</p> <p>Individual</p> <p>Class time</p>	<p>Students will explore Australian and world histories through the lens of artists. During war time, war artists were vital to the documentation of history. Students will learn about Australian artists such as Alan Moore, Bruce Fletcher and Ken McFadyen, and the role they played in documenting history. Students will also spend time exploring the documentation of wartime by First Nations Australians, and their unique perspectives on the conflict that came with colonisation.</p> <p>Technique:</p> <p>Project</p> <p>Conditions:</p> <p>Practical – One painting</p> <p>Visual art diary</p> <p>200 word artist statement</p> <p>Class time provided</p>	<p>This unit introduces Year 8 students to the Spanish language and the diverse cultures of the Spanish-speaking world. Students develop foundational skills in listening, speaking, reading and writing through structured and scaffolded learning experiences.</p> <p>Assessment 1:</p> <p>Students will:</p> <ul style="list-style-type: none"> Respond to simple questions (name, age, where they live) Use greetings and basic sentence structures Write a short paragraph (5–7 sentences) introducing themselves Participate in a short paired speaking interaction <p>Assessment 2</p> <p>Students create and present a multimodal presentation (2-3 minutes) introducing themselves and demonstrating their understanding of Spanish language and culture.</p>
Cognitive Verbs	<p>Apply</p> <p>Use</p> <p>Solve</p> <p>Interpret</p> <p>Review</p> <p>graph</p>	<p>Analyse</p> <p>Create</p> <p>Interpret</p> <p>Evaluate</p> <p>Listen</p> <p>Read</p> <p>View</p>	<p>Describe</p> <p>Explain</p> <p>Develop</p> <p>Locate</p> <p>Identify</p> <p>Sequence</p> <p>Use</p>	<p>Create</p> <p>Explain</p> <p>Develop</p> <p>Understand</p>	<p>Create</p> <p>Evaluate</p> <p>Plan</p> <p>Explain</p>	<p>Select</p> <p>Represent</p> <p>Analyse</p> <p>Investigate</p> <p>Evaluate</p> <p>Develop</p> <p>Create</p> <p>Reflect on</p>	

Minimum Year 8 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 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 Year 8 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 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 8 - Term 2 Student Planning Calendar

Year 8 Term 2		Monday	Tuesday	Wednesday	Thursday	Friday	Weekend
1	20 – 24 Apr				8TFF – TURNAL – Task handed to students	Period 1 – ANZAC ceremony	ANZAC DAY
2	27 Apr – 1 May				8ART – REARSI – Task handed out		
3	4 – 8 May	LABOUR DAY		8SPN – LANGJA – Multimodal handout	8Humanities – MOFFBR - Exam		
4	11 – 15 May		8Humanities – KENKME – Assessment Handed Out				
5	18 – 22 May			8SPN – LANGJA – Multimodal presentation Due 8ART – REARSI – Artwork Plan due		8TFF – TURNAL – Cooking Draft Due 8 ART – REARSI – Diary check; artwork drafts due 8SCI – SCHNBE – Vocabulary Test #1	
6	25 – 29 May		8SPN – LANGJA – Multimodal presentation 2 Handout	8Maths – DEVIRA - Exam 1	8Humanities – MOFFBR - Assessment Draft Due		
7	1 – 5 Jun			8TFF – TURNAL – Cooking FINAL Due	8HASS-MOFFBR- Humanities - FINAL Due 8SCI – SCHNBE – Draft Report due	8ENG-COVEMA - Interactive Story Draft Due	
8	8 – 12 Jun			8ART – REARSI – Artwork final due	8SCI – SCHNBE – Report Due	8 ART – REARSI – Artist Statement draft due	
9	15 – 19 Jun			8Maths – DEVIRA - Exam 2 8SPN – LANGJA – Multimodal presentation 2 Due	8ENG-COVEMA- Interactive Story Final Due	8TFF – TURNAL – Sewing FINAL Due 8ART – REARSI – Artist Statement due	
10	22 – 26 Jun		8Sci – SCHBE – Vocabulary Test #2	MSSH – Athletics ½ day	MSSH – Athletics full day		