



# Year 7 Curriculum Table

## Year 7 Curriculum Links - English

Strand	Content Descriptions	Lesson												
		1a	1b	2	3	4	5	6	7	8	9	10	11	12
Literacy	<p><i>Interacting with others</i></p> <p>Use interaction skills when discussing and presenting ideas and information, selecting body language, voice qualities and other elements, (for example music and sound) to add interest and meaning (<a href="#">ACELY1804</a>)</p>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Literacy	<p><i>Interacting with others</i></p> <p>Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements to promote a point of view or enable a new way of seeing (<a href="#">ACELY1720</a>)</p>				✓					✓	✓	✓		✓
Literacy	<p><i>Interpreting, analysing, evaluating</i></p> <p>Use comprehension strategies to interpret, analyse and synthesise ideas and information, critiquing ideas and issues from a variety of textual sources (<a href="#">ACELY1723</a>)</p>			✓	✓	✓	✓	✓		✓				



Year 7 Curriculum Links - English

Strand	Content Descriptions	Lesson												
		1a	1b	2	3	4	5	6	7	8	9	10	11	12
Literacy	<p><i>Creating texts</i></p> <p>Plan, draft and publish imaginative, informative and persuasive texts, selecting aspects of subject matter and particular language, visual, and audio features to convey information and ideas (<a href="#">ACELY1725</a>)</p>					✓		✓		✓	✓	✓	✓	✓
Literacy	<p><i>Creating texts</i></p> <p>Edit for meaning by removing repetition, refining ideas, reordering sentences and adding or substituting words for impact (<a href="#">ACELY1726</a>)</p>					✓		✓		✓	✓	✓	✓	✓
Literacy	<p><i>Creating texts</i></p> <p>Consolidate a personal handwriting style that is legible, fluent and automatic and supports writing for extended periods (<a href="#">ACELY1727</a>)</p>					✓		✓		✓	✓	✓	✓	✓
Literacy	<p><i>Creating texts</i></p> <p>Use a range of software, including word processing programs, to confidently create, edit and publish written and multimodal texts (<a href="#">ACELY1728</a>)</p>					✓		✓		✓	✓	✓	✓	✓



### Year 7 Curriculum Links - Mathematics

Strand	Content Descriptions	Lesson												
		1a	1b	2	3	4	5	6	7	8	9	10	11	12
<b>Number and Algebra</b>	<i>Real numbers</i> Round decimals to a specified number of decimal places ( <a href="#">ACMNA156</a> )						✓							
<b>Statistics and Probability</b>	<i>Data representation and interpretation</i> Construct and compare a range of data displays including stem-and-leaf plots and dot plots ( <a href="#">ACMSP170</a> )									✓	✓			✓

### Year 7 Curriculum Links - Science

Strand	Content Descriptions	Lesson												
		1a	1b	2	3	4	5	6	7	8	9	10	11	12
<b>Science Understanding</b>	<i>Earth and space sciences</i> Some of Earth's resources are renewable, including water that cycles through the environment, but others are non-renewable ( <a href="#">ACSSU116</a> )													✓



Year 7 Curriculum Links - Science

Strand	Content Descriptions	Lesson												
		1a	1b	2	3	4	5	6	7	8	9	10	11	12
<b>Science as a Human Endeavour</b>	<i>Use and influence of science</i> People use science understanding and skills in their occupations and these have influenced the development of practices in the areas of human activity ( <a href="#">ACSHE121</a> )							✓						
<b>Science Inquiry Skills</b>	<i>Questioning and predicting</i> Identify questions and problems that can be investigated scientifically and make predictions based on scientific knowledge ( <a href="#">ACSIS124</a> )									✓	✓	✓		✓
<b>Science Inquiry Skills</b>	<i>Planning and conducting</i> Collaboratively and individually plan and conduct a range of investigation types, including fieldwork and experiments, ensuring safety and ethical guidelines are followed ( <a href="#">ACSIS125</a> )										✓	✓		✓



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Strand	Content Descriptions	Lesson												
		1a	1b	2	3	4	5	6	7	8	9	10	11	12
Science Inquiry Skills	<i>Planning and conducting</i> Measure and control variables. Select equipment appropriate to the task and collect data with accuracy ( <a href="#">AC SIS126</a> )									✓				
Science Inquiry Skills	<i>Processing and analysing data and information</i> Construct and use a range of representations, including graphs, keys and models to represent and analyse patterns or relationships in data using digital technologies as appropriate ( <a href="#">AC SIS129</a> )									✓	✓	✓		✓
Science Inquiry Skills	<i>Processing and analysing data and information</i> Summarise data, from students' own investigations and secondary sources, and use scientific understanding to identify relationships and draw conclusions based on evidence ( <a href="#">AC SIS130</a> )									✓	✓	✓		✓



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		1a	1b	2	3	4	5	6	7	8	9	10	11	12	
<b>Science Inquiry Skills</b> <i>Evaluating</i> Reflect on scientific investigations including evaluating the quality of the data collected, and identifying improvements ( <a href="#">AC SIS131</a> )										✓	✓	✓		✓	
<b>Science Inquiry Skills</b> <i>Communicating</i> Communicate ideas, findings and evidence based solutions to problems using scientific language, and representations, using digital technologies as appropriate ( <a href="#">AC SIS133</a> )										✓	✓	✓	✓		✓



### Year 7 Curriculum Links - Geography

Strand	Content Descriptions	Lesson												
		1a	1b	2	3	4	5	6	7	8	9	10	11	12
<b>Geographical Knowledge and Understanding</b>	<i>Unit 1: Water in the world</i> The ways that flows of water connect places as it moves through the environment and the way this affects places ( <a href="#">ACHGK038</a> )					✓	✓	✓						
<b>Geographical Knowledge and Understanding</b>	<i>Unit 2: Place &amp; liveability</i> The influence of environmental quality on the liveability of places ( <a href="#">ACHGK045</a> )			✓								✓		✓
<b>Geographical Inquiry and skills</b>	<i>Observing, questioning, planning</i> Develop geographically significant questions and plan an inquiry, using appropriate geographical methodologies and concepts ( <a href="#">ACHGS047</a> )							✓		✓	✓			



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		1a	1b	2	3	4	5	6	7	8	9	10	11	12
<b>Geographical Inquiry and skills</b>	<i>Collecting, recording, evaluating and representing</i> Evaluate sources for their reliability and usefulness and select, collect and record relevant geographical data and information, using ethical protocols, from appropriate primary and secondary sources ( <a href="#">ACHGS048</a> )							✓		✓	✓			
<b>Geographical Inquiry and skills</b>	<i>Collecting, recording, evaluating and representing</i> Represent data in a range of appropriate forms, for example climate graphs, compound column graphs, population pyramids, tables, field sketches and annotated diagrams, with and without the use of digital and spatial technologies ( <a href="#">ACHGS049</a> )							✓			✓			
<b>Geographical Inquiry and skills</b>	<i>Collecting, recording, evaluating and representing</i> Represent spatial distribution of different types of geographical phenomena by constructing appropriate maps at different scales that conform to cartographic conventions, using spatial technologies as appropriate ( <a href="#">ACHGS050</a> )							✓						





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		1a	1b	2	3	4	5	6	7	8	9	10	11	12
<b>Geographical Inquiry and skills</b>	<i>Interpreting, analysing and concluding</i> Interpret geographical data and other information using qualitative and quantitative methods, and digital and spatial technologies as appropriate, to identify and propose explanations for spatial distributions, patterns and trends, and infer relationships ( <a href="#">ACHGS051</a> )							✓						
<b>Geographical Inquiry and skills</b>	<i>Interpreting, analysing and concluding</i> Apply geographical concepts to draw conclusions based on the analysis of the data and information collected ( <a href="#">ACHGS052</a> )							✓		✓	✓	✓		✓
<b>Geographical Inquiry and skills</b>	<i>Communicating</i> Present findings, arguments and ideas in a range of communication forms selected to suit a particular audience and purpose; using geographical terminology and digital technologies as appropriate ( <a href="#">ACHGS053</a> )							✓		✓	✓	✓		✓



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<b>Geographical Inquiry and skills</b>	<i>Reflecting and responding</i> Reflect on their learning to propose individual and collective action in response to a contemporary geographical challenge, taking account of environmental, economic and social considerations, and predict the expected outcomes of their proposal ( <a href="#">ACHGS054</a> )							✓		✓	✓	✓		✓