



WONGAN HILLS
DISTRICT HIGH SCHOOL

TERM OUTLINES



Week	Content/Teaching Points	Assessment
1 - 2	What is Geography? • Physical and Human • Environments/Types of environments • Natural resources Maps and Mapping • Types of maps, elements of maps, reading maps, topographic maps, latitude and longitude	
3 - 4	• Resources • Renewable/non renewable • Precipitation • Water – a renewable resource • The water cycle • Rivers • Groundwater • Access to clean water	ASSESSMENT: Map drawing and reading test (Week 3)
5 - 7	• Weather and Climate • Factors affecting climate • Precipitation • Australia's rainfall • Seasons • Types of rainfall • Rainfall in Wongan Hills • Water in Australia • Water scarcity	ASSESSMENT: Water problems in Perth and North Africa Venn diagram (Week 5)
8	• Deciding and choosing where to live • Sense of place • Attachment to country • Perceptions of liveability • Liveability of places and how do we measure it?	
9	• Most and least liveable places	
10	DHS COUNTRY WEEK	



Week	Content/Teaching Points	Assessment
1-2	- Deciding and choosing where to live - Sense of place - Attachment to country - Perceptions of liveability - Liveability of places and how do we measure it?	ASSESSMENT : How Liveable is Your Town? Reflection and Comparison (Week 3)
3-5	- Needs and Wants - Difference between needs and wants - Difference between goods and services - Barter and trade – Kingdom of Mocha - Factors of Production – land, labour, capital and enterprise - Economic Problem	ASSESSMENT: Economic Problem Topic Test (Week 5)
6-8	- Supply and Demand - Current consumer trends - How do producers set prices? - Entrepreneurs	ASSESSMENT: Research and Poster/Profile (Week 8)
9	CADET CAMP	
10	Future careers exploration – individual pathway plans, exploration of the myfutures website, potential workplace learning placements.	

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Wongan Hills District High School

Year 7
HOME ECONOMICS
SEMESTER 2

Wk	Content/Teaching Points	Assessment
1	PROJECT DESIGN – Individual Projects	
2	BASIC SKILLS REVISION/LEARNERS PERMIT FOR SEWING MACHINE USE Individual Projects – negotiations and project limitations	
3	INDIVIDUAL PROJECTS • Investigate • Design/Plan • Produce	Design Plan Submitted
4	INDIVIDUAL PROJECTS • Design/Plan • Produce	
5	INDIVIDUAL PROJECTS • Produce	
6	INDIVIDUAL PROJECT • Produce	
7	INDIVIDUAL PROJECT • Produce • Evaluation/Feedback	
8	INDIVIDUAL PROJECT • Produce • Evaluation/Feedback	ASSESSMENT: Design process, evaluating, revision, etc
9	REVISION OF SKILLS • Evaluating	ASSESSMENT: Self-Management Mark
10	DHS COUNTRY WEEK	



Wongan Hills District High School

Year 7
HOME ECONOMICS
SEMESTER 2

Week	Content/Teaching Points	Assessment
1	Rules and responsibilities Safety rules <i>Singapore Noodles</i>	
2	Food temperatures and safety <i>Easy baked bean cottage pie</i>	
3	Revision of measuring terminology and equivalences Cooking terminology <i>Jam Macaroons</i>	
4	Healthier choices <i>Savoury mince</i>	
5	Budget Meal Design <i>Creamy chicken and vegetable bake</i>	
6	Budget Meal Design <i>Mini Cinnamon Tea cakes</i>	ASSESSMENT: Self-Management Mark (Food Production skills and working safely)
7	Budget Meal Design <i>Creation of Budget Meal</i>	
8	Completion of Budget Meal task (written component) <i>Mini pavlovas</i>	ASSESSMENT: Budget Meal Design – after exploring various budget meals, students will be designing and creating their own budget dish with set limitations.
9	CADET CAMP	
10	CHRISTMAS COOKING	



Biological Sciences

Wk	Content/Teaching Points	Assessment
1 – 4	<u>Biological Classification</u> - Why do we classify things and how does classification make things easier - Classifying things as living or non-living - What is a classification key and how do we use classification keys? <u>The Five Kingdoms</u> - Review the basic features of the members of: - The Animal Kingdom - The Plant Kingdom - The Fungi Kingdom - The Protist Kingdom - The Monera Kingdom - Practice classifying living things under these kingdoms. - Extend the classification system beyond kingdoms to define phylums, class, order, family, genus and species <u>The Animal Kingdom</u> - Discuss these sub-categories in the context of the Animal Kingdom. - Group a variety of organisms on the basis of similarities and differences in particular features. <u>The Plant Kingdom</u> - Use a plant classification key to distinguish between mosses, conifers, ferns and flowering plants. - Use a magnifying glass to examine examples of spores and seeds.	Test 1
5-8	<u>Food Chains</u> - Derive the fact that all the energy in the food we eat comes from plants and therefore ultimately from the Sun. - Identify food chains in a variety of ecosystems. - Define the terms herbivore, carnivore and omnivore in terms of their place on the food chain. <u>Food Webs</u> - Extend the concept of food chains to food webs. - Define the terms producers and consumers. What are 1st and 2nd order consumers? - Look at the role of scavengers and parasites and discuss their place in the food web. <u>Decomposers</u> - Explain what decomposers are and relate them back to the kingdoms discussed previously. - How do decomposers fit into the food web and what is their role in the "circle of life". <u>Imbalances in the Ecosystem</u> - What is an ecosystem and how do food webs fit in to the ecosystem.	Test 2
9-10	Research Investigation Week	Research Assessment

Homework:

There is no set homework for the Year 7 students this term, however, it is recommended that students aiming for an ATAR pathway consolidate their learning at home.

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Wongan Hills District High School



Earth and Space Science

Wk	Content/Teaching Points	Assessment
1 – 4	<u>The Earth's Movement Through Space</u> - Revise the Earth's movement around the Sun and explain that one revolution takes approximately 365 days. Relate this to the calendar year and explain the need for leap years every 4 years. - Explain that in addition to revolving around the Sun, the Earth is rotating about its axis, giving rise to day and night. - Explain that the Earth is tilted relative to the equator and how this tilt, combined with the revolution of the Earth around the Sun gives rise to the Seasons. - Model the seasons for the north and southern hemispheres at different points of Earth's orbit around the Sun using a globe of the world and a light source. - Extend this model to look at why there are more hours of sunlight in summer than in winter. Investigate how the hours of sunlight change as you get closer to the poles.. <u>The Earth and the Moon</u> - Discuss how the moon moves relative to the Earth and compare the time scales of its revolution and rotation. - Model the revolution and rotation of the moon to show why we only see one side of the moon. - Explain how the relative positions of the Earth, Sun and moon give rise to the phases of the moon. - Explain and model the occurrences of lunar and solar eclipses.	Test 1
5-9	<u>Mineral Resources</u> - What are resources? Contrast renewable and non-renewable resources and identify examples of each. - What are minerals and mineral resources? Identify examples of mineral resources. - What mineral resources are mined in Australia? Where are they mined? And what are they used for? - Investigate how coal and oil are formed, looking at the relevant time scales. How are coal and oil extracted and what are they used for? - Look at recycling of mineral resources. What mineral resources can be recycled and why is recycling important? <u>Organic Resources</u> - Examine individual products that come from plants and look at how the plants are processed to make these products. - Research how paper is made and recycled. - Investigate how crops are used for food, clothing and fuels. <u>Renewable Energy Sources</u> - Research alternative energy sources such as: - solar energy - wind energy - hydroelectric energy - tidal energy - geothermal energy. <u>Water as a Resource</u> - Discuss water as a resource. - Introduce the water cycle and discuss whether or not water is a renewable resource. - Examine the human impact on the water cycle e.g. dams, irrigation.	Test 2
10	Research Investigation Week	Research Assessment



Wongan Hills District High School

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Wongan Hills District High School

**High School Physical
Education
Term 3 2026**

Term 3 Week	Key Concepts	Assessment
1 Understanding movement	Jumps - Long Jump - Triple Jump	Practical Assessment - Movement Skill - Participation - Sportsmanship
2 Understanding movement	Team Games/Individual Team Games	Practical Assessment - Participation - Sportsmanship
3 Understanding movement	Throws: Discuss Lesson 1: Explicit Teaching of the Skill Lesson 2: Interhouse Athletics Discuss event	Practical Assessment - Movement Skill - Participation - Sportsmanship
4 Understanding movement	Throws: Shot Put Lesson 1: Explicit Teaching of the Skill Lesson 2: Interhouse Athletics Shotput event	Practical Assessment - Movement Skill - Participation - Sportsmanship
5 Understanding movement	Running Events 100,200,400m/Relays Team Games - Team Flags - Team Games Interhouse Athletics Carnival: August 25 th	Practical Assessment - Movement Skill - Participation - Sportsmanship
6 Learning through movement	Country Week Sport Option: Basketball/Futsal	Practical Assessment
7 Learning through movement	Country Week Sport Option: Basketball/Futsal	Practical Assessment
8 Learning through movement	Country Week Sport Option: Basketball/Futsal Lesson 1: Hockey Lesson 2: Designing a modified game for Week 9	Practical Assessment
9 Learning through movement	Modified Game	Practical assessment on effective leadership, including teamwork and motivation. The students will be delivering a modified game to another class based on the sports played during Weeks 6-8.
10	Country Week	



Wongan Hills District High School

**Year 7
Physical Education
Term 4, 2026**

Term 4 Week	Key Concepts	Assessment/Weighting
1	Rules of Tennis • Forehand • Backhand • Grip techniques	Practical Assessment - Movement Skill - Participation - Sportsmanship
2	Tennis • Technique • Serves • Receiving the ball	Practical Assessment - Participation - Sportsmanship
3	Defending & attacking strategies and tactics • Defensive and Tactical Play • Attacking strategies • Game based play	Practical Assessment - Movement Skill - Participation - Sportsmanship
4	Round Robin competition – Singles	Practical Assessment - Movement Skill - Participation - Sportsmanship
5	Round Robin competition – Doubles	Practical Assessment - Movement Skill - Participation - Sportsmanship
6	Ultimate Frisbee	Practical Assessment - Movement Skill - Participation - Sportsmanship
7	Ultimate Frisbee	
8	Ultimate Frisbee	
9	Cadet Camp	
10	Consolidation of skills	



Ceramic Relief Box: Clay Over a Cardboard Form

Wk	Learning Intentions	Success Criteria
1	Understand the ceramic relief box project and investigate relief pattern and surface decoration.	• Explain how the cardboard box will be used as a temporary construction form. • Identify relief, impressed and incised decoration. • Generate at least four possible pattern ideas. • Identify a suitable cardboard box for the project.
2	Develop a repeatable relief pattern suitable for a three-dimensional ceramic form.	• Select a strong pattern idea for further development. • Develop the pattern in greater detail. • Consider repetition and continuity across multiple surfaces. • Plan suitable raised relief, incised and impressed techniques.
3	Develop clay slab-construction, joining and surface-decoration skills.	• Prepare a suitable clay slab of manageable and consistent thickness. • Explain and apply the score, slip, join and blend process. • Practise relief, incised and impressed decoration. • Use ceramic tools safely and appropriately.
4	Begin constructing a ceramic form using clay slabs over a cardboard support.	• Prepare manageable clay slabs. • Position slabs accurately against the cardboard form. • Create secure clay joins using score, slip, join and blend. • Maintain reasonably consistent clay thickness and the basic box shape.
5	Complete and strengthen the main ceramic structure in preparation for surface decoration.	• Complete the slab construction around the cardboard form. • Secure and blend joins appropriately. • Inspect and repair cracks or structural weaknesses. • Prepare the surface for the planned relief pattern.
6	Apply planned relief and surface decoration to communicate a pattern concept.	• Refer to the developed design plan. • Apply raised relief using secure clay joins. • Use ceramic tools to create incised and impressed pattern. • Repeat or develop visual motifs deliberately.
7	Refine and extend relief pattern and texture across the three-dimensional ceramic form.	• Continue the pattern across multiple surfaces. • Use repetition deliberately. • Combine relief, incised and impressed surface techniques. • Improve unfinished areas while maintaining secure joins.



Wk	Learning Intentions	Success Criteria
8	Inspect, repair and refine the ceramic form before drying and kiln firing.	• Identify cracks, weak joins and loose relief pieces. • Repair minor structural problems appropriately. • Refine surface details and remove accidental marks or clay scraps. • Prepare the completed work for controlled drying.
9	Reflect on ceramic construction and surface design while planning the glazed finish.	• Explain the design concept and cardboard-form construction process. • Identify and describe the ceramic techniques used. • Use appropriate ceramic terminology in a written appraisal. • Develop and select a suitable glaze colour plan.
10	Understand the purpose of ceramic glaze and prepare bisque-fired work for glazing.	• Explain the purpose of bisque firing and glaze. • Identify appropriate glaze-application expectations. • Inspect bisque-fired work carefully for damage, cracks and successful surface features. • Finalise a purposeful glaze plan.
11	Apply ceramic glaze carefully to enhance relief and surface pattern.	• Follow glaze-application instructions and studio procedures. • Use glaze purposefully to emphasise relief, texture and contrast. • Maintain clean glaze materials, brushes and tools. • Leave the base and kiln-contact areas free of glaze as directed.
12	Evaluate the completed ceramic artwork using appropriate visual arts and ceramics terminology.	• Describe the original design intention and construction process. • Explain the use of slab construction, joining and surface-decoration techniques. • Evaluate successful aspects of the completed artwork. • Identify difficulties, solutions and possible improvements.

Note: The course content and assessment dates may change. Work will be differentiated to meet individual student needs and learning stages.

Assessments completed in Term 3 will be combined with assessments from Term 4 to determine a grade for the Semester.

Please note that the information above is a guide only.



Wongan Hills District High School

Year 7
Health Education
Term 3

Overview



Students will be working through the Department of Education Protective Behaviours unit. This has ongoing assessment tasks that students will be completing throughout the term.



Wongan Hills District High School

**Year 7
Health Education
Semester Term 4**

Term 4 Week	Key Concepts	Assessment/Weighting
1-2	Personal Changes Week 1: Why we change. • Mental • Physical • Emotional Week 2: Coping strategies - Different ways to manage Mental, Physical and Emotional changes. - Support options available	
3-4	Dealing with stress • School	
5-7	Dealing with stress • Home • Personal	Week 6: Assessment – Open Book Test
8-10	Overcoming adversity • What is adversity? And how do we overcome it? • Management and breakthrough of adversity Week 9 • Cadets Camp	



Wk	Learning Intentions	Success Criteria
1	Introduction to Digital Technologies - Identify hardware, software and digital systems. - Recognise input, output and storage devices.	- I can identify hardware and software. - I can explain the purpose of input, output and storage devices.
2	Networks (WA7DIGDS1) Explain wired, wireless and mobile networks.	- I can compare different network types. - I can draw and label a simple network.
3	Binary & Data Representation (WA7DIGDS2) Represent simple data in binary.	- I can convert simple decimal numbers to binary. - I can explain why computers use binary.
4	Cyber Safety (WA7DIGDP6) Explore passwords, MFA and digital footprints.	- I can identify safe online behaviours. - I can explain digital footprints.
5	Algorithms Develop algorithms using sequence.	- I can write an algorithm. - I can explain sequence.
6	Flowcharts & Pseudocode	- I can create flowcharts. - I can write pseudocode.
7	Programming with Scratch	I can use events and sequences.
8	Programming Sequences	I can build a simple animation.
9	Selection (If statements)	I can use selection.
10	Iteration (Loops)	I can use repeat and forever loops.
11	Variables	I can create and use variables.
12	Debugging	I can test and fix programs.
13	Data & Spreadsheets (WA7DIGDS3)	I can collect, graph and interpret data.
14	Major Project Planning	I can plan using flowcharts and pseudocode.
15	Major Project Development	I can test and improve my program.
16	Project Showcase & Reflection	I can evaluate my work against criteria.

Assessment Schedule

Assessment	Timing	Weighting	Topic and Evidence
Assessment 1: Algorithm Design	Weeks 5-6; due end of Week 6	20%	Flowchart, pseudocode and written explanation of an algorithmic solution.
Assessment 2: Spreadsheet Investigation	Week 13	20%	Data collection, spreadsheet organisation, formulas, graphing and interpretation.
Assessment 3: Major Programming Project	Weeks 14-16; due end of Week 16	60%	Scratch mini game including events, sequence, selection, iteration, variables, scoring, user interaction, testing, debugging, planning and evaluation.

Assessment evidence will be collected progressively during class activities. Students will receive feedback during planning, development, testing and reflection stages.

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TERM THREE		
Wk	Content/Teaching Points	Formal Assessment
1 – 9	Novel Study – Holes by Andy Sachar • Reading comprehension strategies • Characterisation – direct vs indirect • Plot profile – exposition, rising action, climax, falling action, resolution • Point of view • Genres • Literary Conflict types • Mood vs tone • Figurative language • Theme • Multimedia texts	1. Write a short answer response using the TEEEL structure. 2. Write an alternative ending.
10	Country Week • Daily development of vocabulary, grammar, spelling and language conventions / literary devices	
TERM FOUR		
1 – 5	Documentary study • Defining documentary – truth, reality, bias, point of view • Types of documentaries • Documentary techniques • Persuasive devices • Daily development of vocabulary of vocabulary, grammar and language • Film codes • SWAT identification • Compare/contrast documentaries • Note-taking / paraphrasing • Using relevant metalanguage for identifying and examining	1. Short answer responses about the construction, purpose and ideas in a documentary.
6 – 8	Multimodal texts • Infographics features, language and structure • Skimming, scanning, summarising • Reading across texts • Note-taking / paraphrasing • Using relevant metalanguage for identifying and examining	1. Create an infographic.
9-10	Daily development of vocabulary, grammar, spelling and language conventions / literary devices	



Wongan Hills District High School

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Homework:

Students may have independent homework tasks that support their learning. These tasks could be one of the following:

- 1. Reading reflection** - To reinforce your child's reading and comprehension skills, they will be working towards reflecting on texts read in class or at home. Reflection activities should not take more than ten minutes.
- 2. Learning preparation.** - At times, your child will be asked to investigate a text or resource outside of class. This may require them to use a computer for research or read a text from the class. It may also include writing, especially if there is drafting to be done for publishing some writing. None of these activities should take more than 30 minutes.



TERM THREE		
Wk	Content/Teaching Points	Formal Assessment
1	Classroom routines and expectations.	
2 – 9	Improvisation: - Accept and build ideas - Make clear offers - Listen and react - Create simple characters - Develop conflict and structure - Perform with confidence	1. Students work in groups to create and perform a 2-minute scene with improvised lines on a given subject.
10	Revisiting performance skills, watching scenes, and learning how to give respectful feedback.	
TERM FOUR		
1	- Classroom routines and expectations. - Revisiting performance skills, watching scenes, and learning how to give respectful feedback.	
2 – 10	Scripted performance: Students perform a short, scripted scene and improve their stagecraft by practising: - Reading a script (who speaks, stage directions, cues). - Character and role (voice, movement, expression). - Positioning (where actors stand/move to tell the story clearly). - Voice skills (projection, clarity, pace, pause). - Timing, cooperation, staying in role. - Using narration as a drama device. - Rehearsal routines (refining the performance).	1. Students work in groups or pairs to rehearse and perform a scripted 1.5 minute scene with clear voice, movement, and teamwork. 2. Students complete a short written or oral reflection about how they used voice, movement, and positioning to create meaning for the audience.
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Wk	Learning Intentions	Success Criteria
1-2	Index notation and powers of 10 Square numbers and square roots Cube numbers and cube roots Prime factorisation using index notation	We are learning to represent numbers using index notation. We are learning to identify relationships between repeated factors, powers and roots.
3-4	Variables and algebraic expressions Substitution into expressions Associative and commutative laws with variables Solving simple linear equations	We are learning to use letters to represent unknown numbers. We are learning to solve and verify simple algebraic equations.
5-6	Growing linear and non-linear patterns Tables of values and graphs Review of algebra concepts	We are learning to recognise and represent mathematical patterns. We are learning to connect patterns, tables and graphs.
7-8	Perimeter and area of squares, rectangles and triangles Composite and irregular shapes Area unit conversions	We are learning to calculate perimeter and area using appropriate strategies. We are learning to apply area formulas and convert between units.
Wk	Learning Intentions	Success Criteria
9-10	Rectangular and composite prisms from different views Volume of rectangular and composite prisms	We are learning to visualise and construct three-dimensional objects. We are learning to calculate volume using cubic units and formulas.
11-12	Review measurement concepts	We are learning to consolidate our understanding of measurement concepts.
12-13	Mean, median, mode and range Stem-and-leaf plots Comparing distributions Estimating probabilities from data	We are learning to summarise and interpret data using statistical measures. We are learning to represent and compare data effectively
14-15	Analysing statistical claims in the media Statistical investigation and modelling process Collecting, analysing and communicating data	We are learning to critically evaluate statistical information. We are learning to investigate real-world questions using data.

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