



WONGAN HILLS  
DISTRICT HIGH SCHOOL

# TERM OUTLINES

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YEAR 7



# Wongan Hills District High School

Year 7 HASS  
Semester 1, 2026

Week	Teaching Points	Assessment
<b>HISTORY</b>		
1 - 3	<ul style="list-style-type: none"> <li>• Time and timelines</li> <li>• History and Archaeology</li> <li>• Investigating sources</li> <li>• Importance of conservation</li> <li>• Methods of preservation and conservation of archaeological artefacts</li> </ul>	<p><b>ASSESSMENT:</b> Timeline Interpretation Skills Test (Week 3)</p>
<b>DEEP TIME HISTORY OF AUSTRALIA</b>		
4 - 8	<ul style="list-style-type: none"> <li>• Major time periods in history, including Deep Time History of Australia</li> <li>• How Aboriginal and Torres Strait Islander peoples are the world's oldest continuing cultures, displaying evidence of both continuity and change over Deep Time</li> <li>• The development of early innovative technologies by Aboriginal and Torres Strait Islander peoples and how they were developed in different places</li> <li>• The importance of conserving cultural heritage in collaboration with Aboriginal and Torres Strait Islander peoples</li> </ul>	<p><b>ASSESSMENT:</b> Construction of an Illustrated Storybook (Week 8)</p>
<b>THE ANCIENT WORLD – ANCIENT ROME</b>		
Week 9 Term 1 Weeks 1-3 Term 2	<ul style="list-style-type: none"> <li>• Time frame and location of the Ancient Rome civilisation</li> <li>• How the physical environment influenced the development of Ancient Rome</li> <li>• The significant beliefs, values and practices of Ancient Rome in everyday life, gladiators, religion and education</li> <li>• The role of a significant individual in Ancient Rome</li> </ul>	<p><b>ASSESSMENT:</b> Topic Test (Week 2) Profile of Significant Ancient Roman (Week 3 / 4)</p>

Week	Teaching Points	Assessment
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<b>CIVICS AND CITIZENSHIP</b>		
<b>AUSTRALIAN CONSTITUTION</b>		
4 - 7	<ul style="list-style-type: none"> <li>• The purpose and value of the Australian Constitution</li> <li>• The three branches of government, including the legislature, the executive and the judiciary</li> <li>• The different roles of the House of Representatives and the Senate in Australia's bicameral parliament</li> <li>• The process for constitutional change through a referendum and examples of attempts to change the Australian Constitution by referendum</li> </ul>	<p><b>ASSESSMENT:</b> Topic test (Week 7)</p>
<b>AUSTRALIA'S LEGAL SYSTEM</b>		
8 - 10	<ul style="list-style-type: none"> <li>• How Australia's legal system aims to provide justice, including through the rule of law, presumption of innocence, burden of proof and right to a fair trial</li> <li>• The role of courts, judges, lawyers and court officials in trials</li> <li>• How citizens participate in providing justice through their roles as witnesses and jurors</li> </ul>	<p><b>ASSESSMENT:</b> Burden of Proof and the Presumption of Innocence Venn Diagram (Week 9)</p>
11	<b>BIVOUAC</b>	

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**Chemical Sciences**

Wk	Content/Teaching Points	Assessment
1-4	<p><b><u>Physical Properties</u></b></p> <ul style="list-style-type: none"> <li>Introduce the concept of substances and properties of substances.</li> </ul> <p><b><u>Chemical Properties</u></b></p> <ul style="list-style-type: none"> <li>Examine different chemical properties of substances</li> </ul> <p><b><u>Pure Substances</u></b></p> <ul style="list-style-type: none"> <li>Define what is meant by a pure substance and identify examples.</li> </ul> <p><b><u>Mixtures</u></b></p> <ul style="list-style-type: none"> <li>Contrast mixtures with pure substances and find examples of common mixtures.</li> </ul>	Test 1
5-8	<p><b><u>Solutions, Colloids and Suspensions</u></b></p> <ul style="list-style-type: none"> <li>Define what is meant by a solution and identify the solvent and solute in a variety of common solutions.</li> <li>Introduce the terms solubility, concentration, dilute, concentrated and saturated.</li> </ul> <p><b><u>Separating Insoluble Substances</u></b></p> <p>Introduce and elaborate the following methods for separating insoluble substance:</p> <ul style="list-style-type: none"> <li>Sieving</li> <li>Gravitational Separation</li> <li>Magnetic Separation</li> <li>Centrifugal Separation</li> <li>Decanting</li> <li>Filtration</li> </ul> <p><b><u>Separating Soluble Substances</u></b></p> <ul style="list-style-type: none"> <li>Introduce and elaborate the following methods for separating substances: <ul style="list-style-type: none"> <li>Evaporation</li> <li>Distillation</li> <li>Chromatography</li> </ul> </li> </ul>	Test 2
9	<p><b><u>Practical Applications for Separating Mixtures</u></b></p> <ul style="list-style-type: none"> <li>Focus on one industrial process that has several separation steps e.g.: <ul style="list-style-type: none"> <li>Desalination plants</li> <li>Sewage treatment and purification</li> <li>Extracting metals from ores</li> </ul> </li> <li>Examine domestic applications of separating mixtures <ul style="list-style-type: none"> <li>Spin Cycle in Washing Machine</li> <li>Pool Filters</li> <li>Sieving</li> </ul> </li> </ul>	Assessed Practical

**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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Physical Sciences

Wk	Content/Teaching Points	Assessment
1 – 4	<p><u>Balanced Forces</u></p> <ul style="list-style-type: none"> <li>Classify forces as push or pull forces.</li> <li>Introduce Newtons as the units of force and practice using a Newton balance to measure different forces.</li> <li>Identify situations where forces are 'balanced' e.g. when an object is stationary or travelling at a constant speed.</li> </ul> <p>Identify the forces that are balanced in a variety of situations and use this to introduce Newton's 3<sup>rd</sup> Law – for every action there is an equal and opposite reaction.</p> <p><u>Unbalanced Forces</u></p> <ul style="list-style-type: none"> <li>Define what is meant by "unbalanced forces" and the ways to identify when forces are unbalanced e.g. change in speed, direction or shape of an object.</li> <li>Introduce Newton's 1<sup>st</sup> Law i.e. Every object in a state of uniform motion (or rest) tend to remain in that state unless an external force is applied to it.</li> <li>Practice identifying scenarios where forces are unbalanced and label the forces involved.</li> </ul> <p>Examine the forces involved during take-off, flight and landing of a plane</p> <p><u>Simple Machines</u></p> <ul style="list-style-type: none"> <li>Introduce machines as any object that makes doing a task easier or more efficient.</li> <li>Look at inclined planes as examples of simple machines including ramps, wedges and screw threads.</li> <li>How are inclined planes used to make the task of raising water easier in an Archimedes Screw?</li> <li>Investigate wheels as simple machines including steering wheels. How does the size of a wheel make a job easier?</li> <li>Use a Newton balance to measure the force that needs to be applied to an weighed trolley with and without wheels.</li> </ul>	Test 1
5-8	<p><u>Levers</u></p> <ul style="list-style-type: none"> <li>Investigate how levers can be used to make tasks easier.</li> <li>Define lever arm and fulcrum (pivot).</li> <li>Investigate the relationship between the length of the lever arm and the force that needs to be applied.</li> <li>Define and identify different types of levers e.g. Class I, II and III levers.</li> </ul> <p>Identify levers in the human body.</p> <p><u>Pullies and Gears</u></p> <ul style="list-style-type: none"> <li>Explain how pullies can be used to make tasks easier by: <ul style="list-style-type: none"> <li>the reduction in the force required</li> <li>changing the direction of the force required</li> </ul> </li> <li>Examine gears and define the driving gear and the driven gear. Which directions do they turn in?</li> <li>Look at what happens when the driving gear is large and the driven gear is small and vice versa i.e. gearing up and down.</li> <li>Investigate how the gears in a racing bike work. When would you choose a low gear and when would you choose a high gear?</li> </ul>	Test 2
9-10	<p><u>The Force of Gravity</u></p> <ul style="list-style-type: none"> <li>Introduce the force of gravity and how it affects our daily lives.</li> <li>Compare and contrast mass and weight, describing weight as a force that is measured in Newtons.</li> <li>Practice measuring the mass and weight of different objects.</li> <li>Discuss what affects the force of gravity.</li> <li>Compare the mass and weight of an object on Earth and on the moon.</li> </ul> <p>Examine the weight and mass of an object as it gets further away from the Earth.</p>	Assignment

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## Year 7 Health

## Semester 1 2026

WEEK	TOPIC	CONTENT	ASSESSMENT & HOMEWORK
1 - 4	Drugs & Alcohol Education	<ul style="list-style-type: none"><li>Students will learn how different influences on decision-making and behaviour (the media, behaviour of role models, beliefs, attitudes, prior experience, social norms and expectations) impacts their health.</li><li>Classification of legal and illegal drugs in Australia</li><li>Effects of drugs and alcohol in society and how to manage the challenges</li></ul>	<b>Assessment 1:</b> Drug & Alcohol Posters
5	Drug & Alcohol Education	<ul style="list-style-type: none"><li>Virtual Reality based around alcohol &amp; other drugs</li><li>The human brain, it's functions and alcohol and other drug use</li></ul>	
6	Communicating & interacting for health and wellbeing	Nutrition and healthy, Active Lifestyle: <ul style="list-style-type: none"><li>Community partnerships</li><li>Food information and misinformation</li></ul>	
7-9	Contributing to healthy and active lifestyles	Promoting health: <ul style="list-style-type: none"><li>Benefits of a healthy lifestyle</li><li>The body's response to exercise</li><li>Social media – the impacts it has on health</li></ul>	<b>Assessment 2:</b> Promoting health and wellbeing: Physical Education log and questionnaire

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## Year 7 Health

## Semester 1 2026

WEEK	TOPIC	CONTENT	ASSESSMENT & HOMEWORK
1 - 3	<b>Contributing to healthy and active communities</b>	Personal and community actions that affect health: <ul style="list-style-type: none"><li>• Smoking</li><li>• Diabetes</li><li>• Healthy, active lifestyle</li><li>• Media and their influence on our lifestyles</li></ul>	<b>Assessment 3:</b> Rural Health Issues: Research task
4	<b>Respectful Relationships</b>	Students will explore the impact of relationships on their own and others wellbeing. They will explore the rights and responsibilities they as individuals have in a relationship.	
5-6	<b>Respectful Relationships</b>	Students will investigate what respectful behaviours look like, sound like and feel like. They will explore examples of respectful relationships as well characteristics (positive and negative) and why they are important.	<b>Assessment 4:</b> Infographics – Responsibilities as Individuals
7	<b>Respectful Relationships</b>	Students will learn how to build respect as well as respectful relationships with family and friends.	
8-11	<b>Puberty Management</b>	Throughout the five weeks the students will learn about the emotional and social changes that occur when going through puberty. They will gain a deeper understanding of strong feelings/mood swings, changes in energy levels as well as frustrations with changing of body shapes. As the weeks progress students will learn to develop stress management techniques, how to increase physical activity levels to cope as well as explore sexual identities.	<b>Assessment 5:</b> PowerPoint – How to manage emotional & social changes associated with Puberty

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OFFICIAL



WEEK	TOPIC	CONTENT	ASSESSMENT & HOMEWORK
1 – 3	<b>Movement Skills</b> Net Sports	Students will be actively involved in volleyball.  They will learn the fundamental skills required as well as be given opportunities to demonstrate these skills into game play situations.	<b>Assessment 1:</b> Volleyball skill assessment
4	<b>Movement Skills</b> Water-based activities	<b>Water Confidence &amp; Introduction</b>  Students focus on getting comfortable in the water, learning body position, treading water, and understanding safety rules. Simple passing activities and a light game help them ease into the program.	
5	<b>Movement Skills</b> Water-based activities	<b>Passing &amp; Catching Skills</b>  Students learn how to pass and catch the ball with one hand while staying afloat. Activities emphasise accuracy, teamwork, and moving after passing.	
6	<b>Movement Skills</b> Water-based activities	<b>Shooting &amp; Aiming</b>  Students practise basic shooting techniques, learn how to rotate their body for power, and develop goal awareness through target games and shooting drills.	<b>Assessment 2:</b> Water-based assessment
7	<b>Movement Skills</b> Water-based activities	<b>Movement &amp; Team Play</b>  Students learn how to move into space, support teammates, and apply simple tactics. Modified games introduce teamwork and strategy while staying non-contact.	<b>Assessment 2:</b> Water-based assessment (continued)
8	<b>Movement Skills</b> Net Sports	Students will be actively involved in volleyball.  They will learn the fundamental skills required as well as be given opportunities to demonstrate these skills into game play situations.	<b>Assessment 1:</b> Volleyball skill assessment (continued)
9	<b>Movement Skills</b> Water-based activities	<b>Applying Skills in Game Play</b>  Students rotate through skill stations and then participate in small-sided, non-contact games to apply everything they've learned. The focus is on teamwork, confidence, and enjoyment.	<b>Assessment 2:</b> Water-based assessment (continued)



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WEEK	TOPIC	CONTENT	ASSESSMENT
1	<b>Learning Through Movement</b> <ul style="list-style-type: none"> <li>• Endurance</li> <li>• Touch Rugby</li> </ul>	Cross Country Prep <ul style="list-style-type: none"> <li>• Design a fitness Program</li> <li>• Fitness testing</li> </ul> Touch Rugby <ul style="list-style-type: none"> <li>• Safety</li> <li>• Passing</li> <li>• Game set up</li> </ul>	
2	<b>Learning Through Movement</b> <ul style="list-style-type: none"> <li>• Endurance</li> <li>• Touch Rugby</li> </ul>	Cross Country Prep Touch Rugby <ul style="list-style-type: none"> <li>• Agility Skills</li> <li>• Passing</li> </ul> Game set up	
3	<b>Learning Through Movement</b> <ul style="list-style-type: none"> <li>• Endurance</li> <li>• Touch Rugby</li> </ul>	Cross Country Prep Touch Rugby <ul style="list-style-type: none"> <li>• Agility Skills</li> <li>• Umpire</li> <li>• Attacking and Defending</li> </ul>	<b>Assessment 3:</b> Game Skills Teamwork Leadership
4	<b>Learning Through Movement</b> <ul style="list-style-type: none"> <li>• Endurance</li> <li>• Touch Rugby</li> </ul>	Cross Country Prep Touch Rugby <ul style="list-style-type: none"> <li>• Game Play</li> <li>• Umpiring</li> </ul>	<b>Assessment 3:</b> Umpiring Strategies Tactics
5	<b>Learning Through Movement</b> <ul style="list-style-type: none"> <li>• Endurance</li> <li>• Touch Rugby</li> </ul>	Cross Country Prep Touch Rugby <ul style="list-style-type: none"> <li>• Game Play</li> <li>• Umpiring</li> </ul>	<b>Assessment 3:</b> Game Skills Knowledge of Rules
6	<b>Learning Through Movement</b> <ul style="list-style-type: none"> <li>• Hockey</li> </ul>	Hockey <ul style="list-style-type: none"> <li>• Prior Knowledge</li> <li>• Diagnostic Skill Assessment</li> <li>• Ball handling</li> </ul>	



7	<b>Learning Through Movement</b> <ul style="list-style-type: none"><li>• Hockey</li></ul>	Hockey <ul style="list-style-type: none"><li>• Passing &amp; Trapping</li><li>• Ball Movements</li></ul>	
8	<b>Learning Through Movement</b> <ul style="list-style-type: none"><li>• Hockey</li></ul>	Hockey <ul style="list-style-type: none"><li>• Ball Movements</li><li>• Field Positions</li><li>• Attacking and defending</li></ul>	<b>Assessment 4:</b> Game Skills Knowledge of Rules
9	<b>Learning Through Movement</b> <ul style="list-style-type: none"><li>• Hockey</li></ul>	Hockey <ul style="list-style-type: none"><li>• Game Play</li></ul>	<b>Assessment 4:</b> Game Skills Knowledge of Rules
10	<b>Learning Through Movement</b> <ul style="list-style-type: none"><li>• Hockey</li></ul>	<ul style="list-style-type: none"><li>• Student led competition/tournament</li></ul>	

For Physical Education throughout the term students will undergo a range of practical assessments. Each lesson students will be observed and assessed based on their participation, skill execution and tactical awareness of the sports played. Feedback will be provided orally throughout the duration of class. This will run for the length of Weeks 1-10 for Term 1/2.



OFFICIAL



Wk	Content/Teaching Points	Assessment
1-3 <b>Induction, Safety Design and Investigation</b>	<p>Induction and Safety</p> <p>Students are introduced to workshop expectations, safety rules and safe work practices. They analyse a design brief by identifying purpose, constraints and available resources. Students explore how technologies are shaped by social, ethical and sustainability considerations, and examine how products and systems change over time in local and global contexts.</p>	Students complete a range of short design challenges and select one for formal assessment. They create and communicate an original design within set criteria. The final product is manufactured using sustainable materials and processes and assessed summatively.
4-5 <b>Design Continuum and Production</b>	<p>Design Development and Production</p> <p>Students plan, generate, refine and communicate design ideas using appropriate technical language, drawings and tools. They follow sequenced plans to solve problems, making informed decisions about materials, components, tools and equipment.</p>	Ongoing assessment of design development and production progress. Targeted assessment of materials, material properties, tools and equipment.
6-7 <b>Design Continuum and Production</b>	<p>Design Development and Production</p> <p>Students safely construct solutions using suitable techniques and equipment. They work independently and collaboratively to manage tasks, apply feedback and improve outcomes. Surface treatments and finishing processes are trialled and evaluated.</p>	Continuous assessment of safe machine and tool operation. Formative feedback applied through a design improvement cycle.
8-9 <b>Production and Evaluation</b>	<p>Production and Evaluation</p> <p>Students independently evaluate their design processes and solutions against established criteria, reflecting on effectiveness and areas for improvement.</p>	Completed products and design documentation are assessed. Projects continuing into Term 2 are reviewed formatively. Semester grades combine Term 1 and Term 2 assessment evidence.

*Assessments completed in Term one will be combined with assessments from Term 2 to determine a grade for the Semester.*

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Wk	Content/Teaching Points	Assessment
10-12 <b>Procedures and protocols Design and Investigation</b>	Procedures and Protocols  Students revisit workshop safety and operational procedures. They deconstruct design tasks, identify constraints and examine how social, ethical and sustainability factors influence technological solutions. Students either extend an existing project or begin a new negotiated task.	Students design and communicate a unique solution within agreed parameters. Final products are manufactured using sustainable practices and assessed summatively.
13-14 <b>Design Continuum and Production</b>	Design Development and Production  Students continue to plan, refine and communicate design solutions, using appropriate technical terminology and processes. Material and system choices are justified and reviewed.	Ongoing assessment of safe work practices and effective use of machinery and tools.
15-16 <b>Design Continuum and Production</b>	Design Development and Production  Students safely manufacture solutions, applying feedback to improve quality. They manage tasks independently or collaboratively and evaluate finishing techniques for suitability.	Students will continue to produce, refine, evaluate and redirect their design and production works using a feedback cycle.  Finishing techniques may be evaluated and incorporated at this stage.  Students will undertake ongoing assessments on machine and machine tool safe practices.
17-18 <b>Production and Evaluation</b>	Production and Evaluation  Students evaluate completed solutions against design criteria and reflect on processes used throughout the project lifecycle.	Final products and design documentation assessed. Semester grade determined using combined Term 1 and Term 2 assessment evidence.

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TERM ONE		
Wk	Content/Teaching Points	Formal Assessment
1	<ul style="list-style-type: none"> <li>Classroom routines and expectations.</li> <li>Standardised assessments.</li> </ul>	
2 – 9	<p><b>Persuasive speeches:</b></p> <ul style="list-style-type: none"> <li>Reading / viewing persuasive speeches from a range of contexts.</li> <li>Identifying the speaker's clear contention / viewpoint.</li> <li>Analysing persuasive language choices.</li> <li>Examining structure and cohesion.</li> <li>Evaluating oral delivery skills.</li> </ul> <p>Daily development of vocabulary, grammar, spelling and language conventions/literary devices.</p>	<p><b>1. Students will write and deliver a persuasive speech.</b></p>
10	Constructing a short answer response using TEEL	
TERM TWO		
1	Constructing a short answer response using TEEL	
2 - 5	<p><b>Short Stories:</b></p> <ul style="list-style-type: none"> <li>Differences between a short story and a novel.</li> <li>How characters are developed.</li> <li>How plot and setting work together.</li> <li>Genre conventions.</li> <li>Genre focus.</li> <li>Literary devices/language features.</li> </ul> <p>Daily development of vocabulary, grammar, spelling and language conventions/literary devices.</p>	<p><b>1. Students write short analytical responses to familiar short stories.</b></p> <p><b>2. Students create and introduce a character using appropriate literary devices.</b></p>
6-9	<p><b>Short animated film:</b></p> <ul style="list-style-type: none"> <li>Visual and audio features.</li> <li>Audience and purpose.</li> <li>Short film structure.</li> <li>Literary devices.</li> </ul>	<p><b>1. Students write a short answer response to a familiar animated film.</b></p>
10	<b>Cadets Camp</b>	



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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.



Atmosphere and Energy: Lightning Strike Painting

<b>Wk</b>	<b>Learning Intentions</b>	<b>Success Criteria</b>
1-2	<b>Introduction to Weather, Mood &amp; Visual Impact</b> <ul style="list-style-type: none"><li>Students will explore how artists represent weather and natural energy.</li><li>Students will examine how lightning is used as a focal point to create drama.</li><li>Students will investigate how mood is created through colour, contrast, and line.</li><li>Students will complete initial sketches of lightning forms and stormy skies.</li></ul>	<ul style="list-style-type: none"><li>Students can identify how mood and atmosphere are shown in artworks.</li><li>Students can sketch simple lightning shapes using directional lines.</li><li>Students can describe the visual impact of contrast.</li></ul>
3-4	<b>Composition &amp; Planning</b> <ul style="list-style-type: none"><li>Students will explore composition techniques including horizon placement and focal points.</li><li>Students will plan a simple lightning scene, such as a storm over the ocean.</li><li>Students will develop thumbnail sketches to test layout and balance.</li><li>More complex compositions may include landforms or scenery.</li></ul>	<ul style="list-style-type: none"><li>Students can plan a clear composition with a focal point.</li><li>Students can use the horizon line effectively.</li><li>Students can explain their compositional choices.</li></ul>
5-6	<b>Light, Tone &amp; Contrast</b> <ul style="list-style-type: none"><li>Students will explore lightning as a primary light source.</li><li>Students will practise creating strong light–dark contrast.</li><li>Students will experiment with tonal gradients to show storm clouds.</li><li>Students will practise basic reflections of light on water.</li></ul>	<ul style="list-style-type: none"><li>Students can create strong contrast between light and dark.</li><li>Students can show tonal variation in skies.</li><li>Students can apply simple reflection techniques.</li></ul>
7-8	<b>Colour Mixing &amp; Atmospheric Effects</b> <ul style="list-style-type: none"><li>Students will mix colours suitable for stormy skies (greys, blues, purples).</li><li>Students will explore warm and cool colours to enhance mood.</li><li>Students will experiment with blending techniques using paint.</li><li>Students will refine their planned colour palette.</li></ul>	<ul style="list-style-type: none"><li>Students can mix appropriate colours for atmosphere.</li><li>Students can blend colours smoothly.</li><li>Students can select colours that enhance mood.</li></ul>
9-10	<b>Painting Techniques &amp; Application</b> <ul style="list-style-type: none"><li>Students will transfer their planned design onto painting paper or canvas.</li><li>Students will apply acrylic painting techniques such as layering and dry brushing.</li><li>Students will paint lightning using controlled brushwork.</li><li>Students will begin developing cloud texture and background detail.</li></ul>	<ul style="list-style-type: none"><li>Students can transfer a design accurately.</li><li>Students can control paint application.</li><li>Students can paint clear lightning forms.</li></ul>



11-12	<b>Refinement &amp; Detail</b> <ul style="list-style-type: none"><li>• Students will refine contrast, highlights, and reflections.</li><li>• Students will enhance movement and energy in the lightning.</li><li>• Students will improve clarity and overall visual impact.</li><li>• Students will resolve unfinished areas of their painting.</li></ul>	<ul style="list-style-type: none"><li>• Students can refine their artwork to improve impact.</li><li>• Students can enhance detail and contrast.</li><li>• Students can demonstrate persistence in resolving work.</li></ul>
13-14	<b>Personal Style &amp; Finalisation</b> <ul style="list-style-type: none"><li>• Students will make personal artistic choices to finalise their work.</li><li>• Students may add additional scenery or effects if appropriate.</li><li>• Students will prepare their artwork for presentation.</li><li>• Students will complete final touch-ups.</li></ul>	<ul style="list-style-type: none"><li>• Students can complete a resolved artwork.</li><li>• Students can demonstrate personal decision-making.</li><li>• Students can present work neatly and carefully.</li></ul>
15-16	<b>Reflection, Evaluation &amp; Critique</b> <ul style="list-style-type: none"><li>• Students will participate in group critiques.</li><li>• Students will write an artist statement explaining their ideas and techniques.</li><li>• Students will reflect on their learning and skill development.</li><li>• Students will evaluate their work against success criteria.</li></ul>	<ul style="list-style-type: none"><li>• Students can discuss artworks using visual arts language.</li><li>• Students can explain their creative process.</li><li>• Students can reflect on strengths and areas for improvement.</li></ul>

### Assessment Overview

Assessments completed during the semester will be used to determine a final grade.

#### Formative Assessments:

Visual diary sketches, planning drawings, tonal and colour studies, peer and self-reflection activities.

#### Summative Assessment:

Final lightning strike painting (acrylic), visual diary, artist statement, participation in critique.

#### Final Grade:

Based on Western Australian Curriculum Judging Standards for Year 7 Visual Arts.

*Note:* The course content and assessment dates may change. Work will be differentiated to meet individual student needs and learning stages. Students are encouraged to use digital tools including AI-generated artworks from their prompts as a reference to extend their creativity and conceptual development.

*Please note that the information above is a guide only.*



TERM ONE		
Wk	Content/Teaching Points	Formal Assessment
1	<ul style="list-style-type: none"> <li>Classroom routines and expectations.</li> </ul>	
2 – 9	<p><b>Freeze frames:</b></p> <ul style="list-style-type: none"> <li><b>Students learn how to create and perform short scenes by practising:</b></li> <li>Freeze frames (still images to show key moments)</li> <li>Character (body language, facial expression, voice)</li> <li>Voice and movement (clear speaking, projection, safe movement).</li> <li>Scene building (beginning, middle, end, simple problem and solution).</li> <li>Rehearsal skills (working in groups, improving performance).</li> <li>Comedy element (Subverting narrative expectations).</li> </ul>	<p><b>1. Students work in groups to create and perform a 1-minute scene that includes clear characters and at least 3 freeze frames.</b></p> <p><b>2. Students complete a short written or oral reflection about what they did well and what they would improve.</b></p>
10	<ul style="list-style-type: none"> <li>Revisiting performance skills, watching scenes, and learning how to give respectful feedback.</li> </ul>	
TERM TWO		
1	<ul style="list-style-type: none"> <li>Classroom routines and expectations.</li> <li>Revisiting performance skills, watching scenes, and learning how to give respectful feedback.</li> </ul>	
2 - 9	<p><b>Scripted performance:</b></p> <p><b>Students learn how to perform a short, scripted scene and improve their stagecraft by practising:</b></p> <ul style="list-style-type: none"> <li>Reading a script (who speaks, stage directions, cues).</li> <li>Character and role (voice, movement, expression).</li> <li>Positioning (where actors stand/move to tell the story clearly).</li> <li>Voice skills (projection, clarity, pace, pause).</li> <li>Timing, cooperation, staying in role.</li> <li>Using narration as a drama device.</li> <li>Rehearsal routines (refining the performance).</li> </ul>	<p><b>1. Students work in groups or pairs to rehearse and perform a scripted 1-minute scene with clear voice, movement, and teamwork.</b></p> <p><b>2. Students complete a short written or oral reflection about how they used voice, movement, and positioning to create meaning for the audience.</b></p>
10	<b>Cadets Camp</b>	

*Please note that the information above is a guide only. The course content and assessment dates may change slightly over the term depending on student needs and abilities. Students will be graded based on all independent tasks which are not limited to the formal assessment task. Although the key concepts across the year levels are similar, there will be a differentiated approach to ensure the curriculum needs of each year level, as well as ability levels amongst students, are met.*



**Wongan Hills  
District High School**



<b>Wk</b>	<b>Learning Intentions</b>	<b>Success Criteria</b>
<p>1-2</p> <ul style="list-style-type: none"> <li>• Equivalent fractions (related &amp; unrelated denominators)</li> <li>• Ratios and fractions as comparisons</li> <li>• Ordering and comparing fractions, decimals, percentages and integers</li> </ul>	<ul style="list-style-type: none"> <li>• We are learning to recognise and represent equivalent fractions and ratios.</li> <li>• We are learning to compare numbers using multiple representations.</li> </ul>	<ul style="list-style-type: none"> <li>• I can show equivalent fractions using diagrams, number lines and symbols.</li> <li>• I can compare fractions, decimals, percentages and integers using <math>&lt;</math>, <math>&gt;</math> and <math>=</math>.</li> <li>• I can explain how ratios and fractions compare quantities.</li> </ul>
<p>3-4</p> <ul style="list-style-type: none"> <li>• Relationships between fractions, decimals and percentages</li> <li>• Converting between representations</li> <li>• Percentages of quantities</li> </ul>	<ul style="list-style-type: none"> <li>• We are learning how fractions, decimals and percentages are connected.</li> <li>• We are learning to convert flexibly between representations.</li> </ul>	<ul style="list-style-type: none"> <li>• I can convert between fractions, decimals and percentages.</li> <li>• I can calculate percentages of quantities.</li> <li>• I can explain which method is most efficient and why.</li> </ul>
<p>5-6</p> <ul style="list-style-type: none"> <li>• Adding, subtracting, multiplying and dividing positive fractions</li> <li>• Number laws and order of operations</li> <li>• Mental and written strategies</li> </ul>	<ul style="list-style-type: none"> <li>• We are learning to perform operations with fractions efficiently.</li> <li>• We are learning to use number laws to justify strategies.</li> </ul>	<ul style="list-style-type: none"> <li>• I can add and subtract fractions with related and unrelated denominators.</li> <li>• I can multiply and divide fractions accurately.</li> <li>• I can justify my strategy using number laws.</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• <b>Test – Fractions &amp; Percentages</b></li> </ul>
<p>7-8</p> <ul style="list-style-type: none"> <li>• Single-stage chance experiments</li> <li>• Sample spaces and probability assignment</li> <li>• Venn diagrams and relative frequency</li> <li>• Probability modelling cycle</li> </ul>	<ul style="list-style-type: none"> <li>• We are learning how probability can be predicted and tested.</li> <li>• We are learning to analyse data from chance experiments.</li> </ul>	<ul style="list-style-type: none"> <li>• I can list outcomes and assign probabilities.</li> <li>• I can conduct and interpret repeated trials.</li> <li>• I can represent data using Venn diagrams and relative frequency.</li> </ul>



Wk	Learning Intentions	Success Criteria
9 • Statistical investigation and modelling process	• We are learning to design and carry out a probability investigation.	• I can pose a valid probability question. • I can collect reliable data and analyse results. • I can communicate findings using appropriate representations. Assessment: • <b>Investigation – Probability</b>
10-12 • Points, lines, angles and polygons • Angle relationships in parallel lines • Triangle properties and angle sum	• We are learning to use correct geometric language and reasoning. • We are learning to apply angle rules to find unknown angles.	• I can identify and name geometric features correctly. • I can calculate missing angles using angle relationships. • I can explain why the interior angles of a triangle sum to $180^\circ$ .
13-14 • Cartesian plane • Translations, reflections and rotations • Australian time zones and time representations	• We are learning how shapes and points move on a plane. • We are learning to interpret time across Australia.	• I can plot and transform coordinates accurately. • I can describe transformations using correct language. • I can calculate local times using 12- and 24-hour time.  <b>Assessment:</b> • <b>Test – Geometric Reasoning &amp; Shape</b>
15-16 • Operations with decimals and integers • Rounding and estimation • Transactional statements and financial records • Number & algebra modelling	• We are learning to calculate accurately with decimals and integers. • We are learning to apply mathematics to financial contexts.	• I can multiply and divide decimals efficiently. • I can add and subtract integers correctly. • I can verify transactions and explain the importance of financial records. • I can model real-world problems using appropriate mathematics. <b>Assessment:</b> • <b>Test – Decimals, Integers &amp; Finance</b>

Assessments completed in Term 1 will be combined with assessments from Term 2 to determine a grade for the Semester.

Please note that the information above is a guide only. The course content and assessment dates may change over the term. Work will also be differentiated to account for individual student needs and stages of learning.