



WONGAN HILLS
DISTRICT HIGH SCHOOL

TERM OUTLINES



Wongan Hills District High School

8 HASS

Semester 2, 2026

WEEK	TEACHING POINTS	ASSESSMENT TASKS
HISTORY		
1	Revision of History Skills eg timelines	
INVESTIGATING MEDIEVAL EUROPE		
2-6	- The way of life in a feudal society and the roles and relationships of different groups in society - Continuity and change in society: crime and punishment; defence systems; towns, cities and commerce - A significant individual, event and/or development in the medieval period - The transformation of the medieval world to the early modern world, including the causes, impacts and significance of the Black Death on European society.	ASSESSMENT: Diary entries of various characters in different groups in society (e.g. noble or serf). (Week 4) ASSESSMENT: Profile of a significant Medieval individual (Week 6)
INDUSTRIAL REVOLUTION (1750–1914)		
7 - 9 Term 1 1-3 Term 2	- The social, economic, political, technological and/or environmental causes of the Industrial Revolution in Europe in the late 18th and 19th centuries - The different experiences of men, women and/or children during the Industrial Revolution - The short- and long-term effects of the Industrial Revolution	ASSESSMENT: In class Source Analysis examining the experiences of men, women and children during the Industrial Revolution. (Week 2)

CIVICS AND CITIZENSHIP		
<i>FREEDOM AND DEMOCRACY</i>		
4 - 7	• The freedoms that enable active participation in Australia's democracy within the bounds of the law, including freedom of speech, association, assembly, religion and movement • The election process and how government is formed • How citizens can participate in Australia's democracy, including use of the electoral system, contact with their elected representatives, use of lobby groups and direct action	ASSESSMENT: How Do We Make Change? Investigation (Week 6)
<i>LAW AND ORDER</i>		
8-10	• How statute law is made in Australia through parliaments • How common law is made in Australia through the courts • The types of law in Australia, including criminal law and civil law, and the place of Aboriginal and Torres Strait Islander peoples' customary law • Young people's rights and responsibilities when interacting with law enforcement	ASSESSMENT: Topic Test (Week 10)
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Week	Content/Teaching Points	Assessment
1 - 4	Landscapes and Landforms • Differences between landscapes and landforms • Valuing landscapes • Aboriginal and Torres Strait Islanders and landscapes/landforms Case Study	ASSESSMENT: Reflection on own connection to country compared to their own (Week 4)
5 - 7	Changing face of the Earth • Mountain building • Earthquakes • Tsunamis • Volcanoes • Avalanches • Why do people live in these areas?	ASSESSMENT: Volcano Inquiry (Week 7)
8 - 9	Changing Nations • The causes and consequences of urbanisation in Australia and one other country from the Asia region • The reasons for, and effects of, internal migration in Australia • The reasons for, and effects of, international migration in Australia	ASSESSMENT: Photo Essay (Week 9)
10	DHS COUNTRY WEEK	



Week	Content/Teaching Points	Assessment
1-3	- Review of Economic Problem - Factors of Production - Renewable and non-renewable resources - How businesses decide what to produce, how to produce and for whom to produce (Demand and Supply) - Circular Flow of Income (including taxation)	ASSESSMENT: Circular Flow of Income Topic Test (Week 3)
4	Australian Government (Federal, State and Local) role in providing some types of goods and services	ASSESSMENT: Australia's Health Care System Case Study (Week 4)
5 - 8	- The reasons individuals work; the types of work they are involved in; and how they may derive an income - Factors that influence major consumer and financial decisions - Ways that individuals plan and budget to achieve short-term and long-term financial goals - The rights and responsibilities of consumers and businesses in Australia	ASSESSMENT: Budgeting Task (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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Wk	Content/Teaching Points	Assessment
1	PROJECT SELECTION/CONTINUATION (if students choose to continue a project from 2025)	
2	BASIC SKILLS REVISION/LEARNERS PERMIT INDIVIDUAL PROJECTS	
3	INDIVIDUAL PROJECT - Investigate - Design/Plan - Produce	
4	INDIVIDUAL PROJECT - Investigate - Design/Plan - Produce	
5	INDIVIDUAL PROJECT - Investigate - Design/Plan - Produce	
6	INDIVIDUAL PROJECT - Investigate - Design/Plan - Produce	
7	INDIVIDUAL PROJECT - Investigate - Design/Plan - Produce - Evaluation/Feedback	
8	INDIVIDUAL PROJECT - Investigate - Design/Plan - Produce - Evaluation/Feedback	ASSESSMENT: Design process, evaluating, revision, etc
9	REVISION OF SKILLS Evaluating	ASSESSMENT: Self-Management Mark (Textile project production and working safely)
10	DHS COUNTRY WEEK	



	Learning Activities	Assessment
1	Rules and responsibilities Safety rules <i>Apple and Berry Crumble Pie</i>	
2	Food preparation safety <i>Meat Pies</i>	
3	Measuring terminology and equivalences Cooking terminology <i>Quiche</i>	
4	Introduce concept of nutrition for healthy living. Discuss Australian Guide to Healthy Eating, and Food Pyramid <i>Pasties</i>	
5	<i>Galette</i> Commence "My Design My Pie" Assessment Task	
6	Continue "My Design My Pie" Assessment Task	ASSESSMENT: Self-Management Mark (Food Production skills and working safely)
7	Continue "My Design My Pie" Assessment Task including production of designed pie.	ASSESSMENT: My Design My Pie. After working with a variety of different doughs, students will design and create their own pie.
8	Complete assessment task including reflections and self assessment.	
9	CADET CAMP	
10	Christmas Cooking	



Biological Sciences

Wk	Content/Teaching Points	Assessment
1 – 4	<u>Animal and Plant Cells</u> The names and functions of the different structures and organelles. ○ Nucleus ○ Cell wall (plants) ○ Cell membrane ○ Cytoplasm/ Cytosol ○ Mitochondria ○ Rough and Smooth Endoplasmic Reticulum ○ Ribosomes ○ Chloroplasts (plants) ○ Vacuole • Compare the labelled diagrams to micrographs of real cells and have students identify the structures. • Compare the structure of animal cells, plant cells and fungal cells. • Examine the function of cell structures and organelles that are unique to plant cells. ○ Word Equation for Cellular Respiration and Photosynthesis <u>Viewing Cells</u> • Parts of a microscope • Practice preparing slides and viewing small objects under a microscope. <u>Single Celled Organisms</u> • Examine different types. • Look at the importance of singled celled organisms as decomposers, how they cause disease, how they can help cure diseases. • Define mitosis as a form of reproduction in singled-celled organisms and growth and repair in multi-cellular organisms. **Students do not need to know the stages of mitosis** <u>The Digestive System</u> • Examine the organs involved in the human digestive system and discuss the role of each component.	Test 1
5-8	<u>The Respiratory System</u> • Examine the organs involved in the human respiratory system and discuss the role of each component. ○ Mouth and Nose ○ Trachea ○ Bronchi ○ Bronchioli ○ Alveoli • Examine the components and process of gas exchange ○ Concentration gradient The circulatory system • Heart • Blood • Vessels. Asexual Reproduction • Explore ○ binary fission ○ vegetative propagation ○ budding ○ spores ○ fragmentation	Test 2
9-10	Research Investigation Week	Research Assessment

Homework:

There is no set homework for the Year 8 students this term, however, it is recommended that students aiming for an ATAR pathway consolidate their learning at home.

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Earth and Space Sciences

Wk	Content/Teaching Points	Assessment
1 – 4	Igneous Rocks - Review the structure of the Earth and the formation of igneous rocks. - Discuss properties of igneous rocks and compare extrusive and intrusive igneous rocks.	
	Sedimentary Rocks - Define sedimentary rocks and discuss how they are formed. - Explain different forms of weathering and erosion that contribute to the formation of sedimentary rocks. - Discuss the properties and uses of sedimentary rocks.	
	Metamorphic Rocks - Define metamorphic rocks and discuss regional and contact metamorphism. - Review the properties of metamorphic rocks and some uses.	Test 1
	The Rock Cycle - Review the formation of igneous, sedimentary and metamorphic rocks. - Introduce the rock cycle (Video 1, 2, 3, 4, 5)	
5-8	Minerals and Ores - Discuss what minerals are and why they are important - Discuss Moh's hardness scale Activity: Minerals in Toothpaste Activity in Ground Rules - Discuss that is meant by an 'ore' and how ores are formed. - List metals and the ores they come from. Research Assignment: Students research where 5 metals or minerals are mined in Australia and plot them on a map using symbols and a key.	
	Mining – See Mining - Review mining techniques e.g. surface, underground, dredging leaching. - Discuss crude oil exploration and mining and the process of fractional distillations Worksheet: Provide students with a diagram showing the fractions that come from crude oil. Students complete the worksheet by writing what products come from each fraction.	Test 2
	Impact of Mining - Discuss the economic and environmental impact of mining. Activity: See Cookie Mining Activity in Mining. Research Report and debate: Students prepare a report on the impact of mines on the environment and how governments and mining companies are trying to lessen the impact.	
9-10	Research Investigation Week	Research Assessment



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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	

Year 8 Mathematics Course Outline

Course Description

In the early adolescence phase of schooling, students align with their peer group and begin to question established conventions, practices and values. Learning and teaching programs assist students to develop a broader and more comprehensive understanding of the contexts of their lives and the world in which they live.

Mathematics provides opportunities for students to engage in a range of approaches to learning through the proficiency strands of Understanding, Fluency, Problem-solving and Reasoning. These reinforce the significance of working mathematically with the content and describe how the content is explored or developed. Students draw on the behaviours of the proficiencies when selecting and using year level content to apply the complete modelling process, leading to an increased understanding of the complexity of the natural environment, society and technology.

In Year 8, students explore and investigate to understand, calculate flexibly and efficiently, and model with a broadening range of numbers that includes rational and irrational numbers. As they develop efficiency in multiplicative thinking, they apply and interpret proportional reasoning in fractions, percentages, ratios and rates. Students' abstract thinking develops further as they apply their understanding of the laws and properties of operations with number to algebra.

Students use the language of Mathematics in both geometric and measurement situations, applying reasoning to establish congruency of figures, interpret representations of international time zones, explore circles and use Pythagoras' theorem. They apply their understanding of the properties of quadrilaterals to find the perimeter and area and generalise volume of right prisms into formulas for efficient calculation.

Students extend their understanding of probability to recognise complementary events and construct sample spaces for two events. They connect probability and statistics by engaging in chance experiments and simulations for simple and compound events. Students critically analyse graphs and tables and extract data from these representations to determine summary statistics. They investigate and explain techniques for data collection and compare variation between samples of data.

Number and algebra						
Understanding number	Calculating with number	Algebraic techniques	Linear and non-linear equations and inequalities	Linear and non-linear patterns and relationships	Financial mathematics	Modelling with number and algebra

Measurement and geometry			
Two-dimensional space and structures	Three-dimensional space and structures	Non-spatial measurement	Modelling with measurement and geometry

Probability and Statistics	
Probability and statistics	Modelling with probability and statistics

Term 3

Week	Curriculum	Assessments
1	Review solving equations Determine & explain why there are two solutions to a quadratic equation of the form $x^2 = k$ if $k > 0$ WA8MNALE2	
2	Identify, interpret, compare and use familiar rates, including those represented as graphs that show a quantity varying over time WA8MNAUN6	
3	Use a table of values to move flexibly between the equation of a line represented by $y = mx + c$ & its graph & make connections between the algebraic & graphical solution of the equation. Explore & explain similarities & differences between multiple lines on the same axes WA8MNALP1	Test: Algebra
4	Establish & apply relationships between lengths of sides, perpendicular lengths, lengths of diagonals, perimeter & area for parallelograms, trapeziums, rhombuses & kites. Generalise & apply formulas, using appropriate units WA8MMGTW1	
5	Identify, describe & explore the relationship between the radius, diameter & circumference of a circle & use this to establish & apply formulas to determine perimeter & area, using appropriate units WA8MMGTW2	
6	Investigate in order to establish, define & use Pythagoras' theorem to find the length of an unknown side in a right-angled triangle WA8MMGTW3	
7	Explore in order to visualise & draw cross-sections of different solids & use this to identify prisms WA8MMGTH1	
8	Establish & apply relationships between the area of a uniform cross-section, the length perpendicular to that uniform cross-section & the volume of right prisms. Generalise, apply formulas & use this to connect to capacity if required, using appropriate units WA8MMGTH2	
9	Explore & establish connections & conversions between units of volume & between units of volume & capacity WA8MMGTH3	Test: Measurement
10	COUNTRY WEEK	

Term 4

Week	Curriculum	Assessments
1	Analyse data represented in stem & leaf plots, column graphs & frequency tables to determine the mean, mode/s, median & range. Describe the effect of any outliers on the statistical measures WA8MPSP4	
2	Investigate & explain techniques for data collection, including census, survey, experiment & observation & explain the practicalities & implications of obtaining data through these techniques WA8MPSP6	
3	Explore, analyse & compare variation between results from same size random samples drawn from the same population. Identify & explain how chance variation impacts on data validity, reliability & conclusions drawn WA8MPSP7	
4	Critically analyse visual representations & tables in the media & other real-life situations to identify misleading or inaccurate features & interpretations. Recognise the impact of the validity & reliability of the data used WA8MPSP8	
5	In real-world situations that involve two-stage chance experiments or simulations, complementary events, data collection methods, same sized random sampling and/or analysis of graphs, tables & data WA8MPSP1 I. analyse the situation, pose questions as required, determine assumptions & constraints II. determine appropriate production of a valid & reliable dataset, statistical measures, data representations & analyses, including examination of distributions, to effectively investigate the situation III. interpret, draw inferences & communicate findings in terms of the context, assumptions, constraints, chance variation & knowledge or insights gained	
6		Investigation: Statistical Investigation
7	End of year activities	Reporting
8	End of year activities	
9	End of year activities	
10	End of year activities	



Cylindrical Ceramic Vessels: Form, Function and Negative Space

Wk	Learning Intentions	Success Criteria
1	Investigate how the form and proportions of a ceramic vessel relate to its intended function.	• Identify a possible function for a ceramic vessel. • Explain how height and width affect a vessel. • Explain why base size and balance are important. • Generate several vessel ideas.
2	Investigate how pierced decoration and negative space can be used as part of a ceramic design.	• Explain negative space. • Identify suitable cut-through patterns. • Consider structural strength when planning openings. • Develop a planned pierced design.
3	Develop a final vessel design appropriate to the intended function and selected cardboard form.	• Select an appropriate cardboard tube. • Develop a detailed final vessel design. • Identify dimensions and the intended function. • Show the location of cut-through areas.
4	Practise slab construction and prepare the base and clay-wall components of a ceramic vessel.	• Prepare a suitable clay slab. • Maintain reasonable and consistent clay thickness. • Construct a suitable and stable base. • Use the score, slip, join and blend process.
5	Complete and refine the primary ceramic vessel structure.	• Complete the cylindrical clay wall. • Secure the base and major joins. • Check the vessel for stability and balance. • Repair construction problems.
6	Transfer and begin a planned cut-through design while maintaining structural strength.	• Position the planned cut-through design accurately. • Use negative space purposefully. • Make controlled openings through the clay wall. • Maintain sufficient clay between cut areas.
7	Refine negative space and develop additional ceramic surface decoration.	• Complete the planned cut-through pattern. • Refine the edges of pierced areas. • Combine suitable decorative techniques. • Maintain visual unity across the vessel.
8	Inspect and refine a ceramic vessel before drying and firing.	• Identify structural concerns or weak areas. • Repair minor cracks and loose additions. • Refine cut-through areas and surface details. • Complete the wet-clay stage and prepare the vessel for drying.
9	Evaluate the vessel design and develop a purposeful glaze plan.	• Explain functional design decisions. • Discuss balance, stability and proportion. • Explain the use of negative space. • Develop and select a purposeful glaze plan.
10	Inspect a bisque-fired ceramic vessel and finalise an appropriate glaze design.	• Identify changes caused by bisque firing. • Inspect the vessel for cracks or damage. • Explain how glaze may affect the design. • Prepare materials and the vessel for glaze application.



Wk	Learning Intentions	Success Criteria
11	Apply ceramic glaze to enhance form, pattern and negative space.	• Apply glaze carefully and appropriately. • Follow the planned glaze design. • Maintain clean glaze materials and tools. • Use colour purposefully to enhance the vessel.
12	Evaluate a completed ceramic vessel using appropriate ceramics and art terminology.	• Explain the relationship between form and function. • Discuss proportion, balance and stability. • Explain the use of negative space and pierced decoration. • Evaluate ceramic construction and glaze techniques. • Identify strengths 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.

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Wongan Hills District High School

Year 8
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 8
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	



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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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	
TERM FOUR		
1 – 5	Documentary study • Defining documentary – truth, reality, bias, point of view • Types of documentaries • Documentary techniques • Persuasive devices • 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 Weekly library borrowing	1. Create an infographic.
9-10	Daily development of vocabulary, grammar, spelling and language conventions / literary devices	



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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.