

**MIDDLE SCHOOL RELATIONSHIPS****Year 7 ENGLISH****Unit: Imaginary Worlds**

In this unit, students will explore the fantasy genre. They will read the novel *The Lion the Witch and the Wardrobe* by C. S. Lewis and identify and analyse fantasy elements within the text. Additionally, they will learn about the short story genre and develop their own creative writing skills. Students will learn how to purposefully construct a short story and follow the genre patterns of a fantasy text. Students will create engaging stories through their understanding of parts of speech and the purposeful variation of sentence structures. Through a range of engaging activities, students will deepen their understanding of storytelling.

Students will engage with the following texts throughout the unit to support their learning:

- *The Lion the Witch and the Wardrobe* by C. S. Lewis
- *Film extracts: Harry Potter and other fantasy films*

Assessment: Short Story – due Term 2 Week 2

**Revision**

- Complete the writing activities in your student Fantasy Booklet.
- Once the assessment task has been issued, plan your story ensuring you employ the correct narrative structure and include elements of the fantasy genre.
- Listen carefully to the feedback from your teacher on your plan and orientation paragraph.
- Write your narrative ensuring you engage the reader through characterisation, rising action, descriptive detail and interesting sentence structures.
- Have your peers, family and friends read your work and offer feedback for improvement.
- Remember to do a thorough edit and proofread before submitting the final draft.

Year 7 RELIGION**Unit: Our Community**

Students in Term 1 Year 7 Religious Education differentiate ways in which the faith of believers is expressed, professed and lived out in different communities, past and present. They investigate the beginnings of the Christian faith (c. 6 BCE – c. 650 CE) and explain the role of key people and events in its development. Students propose reasons for change and continuity in the life of the Church and religious communities over time and place. They participate respectfully in a variety of prayer experiences meditative prayer including Lectio Divina and Ignatian Meditation; and meditative prayer practices especially silence and stillness and praying with icons and images.

Assessment: Assignment

**Revision**

- Ask questions to ensure understanding
- Use class time effectively to complete your work
- Seek teacher feedback through drafting and conferencing in class
- Apply this feedback to your task
- Ensure you have completed all elements of the task



Year 7 HISTORY

Unit: The Ancient World

This unit investigates the ancient world, and how archaeological and written sources can be used to understand the past. Students will complete a depth study on Ancient Australia and its physical, social, cultural, political and religious features. Students will analyse and evaluate two artefacts from Ancient Australia and present their findings in the form of museum artefact description labels.

Assessment: Museum Artefact Assignment



Revision

- Complete all sections of your retrieval chart scaffold for your two chosen sources
- Make use of the drafting checkpoint in class by conferencing with your teacher on your draft feedback
- Amend your draft based on teacher feedback at drafting checkpoint
- Ensure you have completed all steps on the draft feedback checklist

Year 7 JAPANESE

Unit: All About Me

In this unit, students gain an understanding of Japanese word order and grammatical features. They speak, listen to, read and write Japanese in a range of interactions with the teacher and one another. Students learn how to introduce themselves, greet others, provide details about themselves, and numbering.

Assessment: Speaking Interview



Revision

- Ask your teacher for help if you are unsure of any work to be completed
- Attend Homework Club sessions
- Speaking Interview Assessment Preparation:
 - Memorise your answers to the interview questions
 - Practice with a friend or classmate
 - Use the Education Perfect resources (including the practice interview prompts) to practice
 - Remember there is a copy of the Year 7 'All About Me' Workbook on Teams in the Files section

**MIDDLE SCHOOL INVESTIGATION****Year 7 MATHEMATICS****Unit: Number – Integers and fractions**

They will compare, add, subtract and solve problems with integers. Students use the 4 operations with positive fractions and decimals to solve problems using efficient calculation strategies. Each week, the students will receive a 'weekly review' that they complete for homework. This review will assist in consolidation of concepts and revision throughout the term. This is to be completed as a part of normal homework.

Assessment: Term 1 Topic 2 Exam in week 9

Equipment for exam: Calculator, ruler, writing tools

**Revision**

Complete a selection of the questions listed below. Include both Fluency and Problem-Solving questions

Topic	Review questions from the textbook
Negative numbers Adding and subtracting negative numbers	Ex 6A questions 1 – 12 Ex 6B questions 1 – 11 Ex 6C questions 1 – 11
Fractions, equivalent fractions, mixed fractions, ordering fractions	Ex 3A questions 1 -111 EX 3B questions 1 – 12 Ex 3C questions 1 – 7 Ex 3D questions 1 – 10
Operations with fractions: adding and subtracting Multiplying and dividing	Ex 3E questions 1 – 10 Ex 3F questions 1 – 10 Ex 3G questions 1 – 10 Ex 3H questions 1 – 13

Year 7 SCIENCE**Unit: Chemistry**

Students will learn the essentials of laboratory safety procedures and be introduced to common scientific equipment. They will develop their understanding of the particulate nature of matter and explore how interactions of matter and energy at the sub-microscopic scale determine macroscopic properties. They will study filtration, evaporation, chromatography and many other separating techniques.

Assessment: Student Experiment

**Revision**

- Attend homework club to ask your teacher any questions you have relating to your assignment
- Make use of all of the resources on your class OneNote
- Adhere to the checkpoints on the assignment task sheet



Year 7 ECONOMICS AND BUSINESS

Unit: Workplace Evolution

In this unit, students explore the world of work and how workplaces have changed over time. They explore the reasons individuals work, the types of work they are involved in (full-time, part-time, casual, at home, paid, unpaid, unrecognised, and volunteer), and how people may derive an income. Students will also revisit the characteristics of entrepreneurs and how these influence the success of a business.

Assessment: No Assessment in Term 1



MIDDLE SCHOOL CREATIVITY

Year 7 DESIGN: FOOD AND FIBRE

Unit: Healthy Living and Loving Life at Lourdes

In the Food Unit, students will engage in the design process. They will generate, develop and evaluate ideas, and design, produce and evaluate a snack-sized bread product which will appeal to health-conscious teenagers. In the Fibre Unit, students will engage in a design process. They will generate, develop and evaluate ideas and design, produce and evaluate a spirited signature bear.

Assessment: Project – designed solution (product) and folio (written)



Revision

- Students are to use the resources provided in the Class Notebook to guide them as they complete their Project. Students should use their practical (cooking or sewing) class time well by focusing and applying themselves to tasks

Year 7 DRAMA

Unit: Clowning

In this unit, students will explore how the Elements and Conventions of Drama create meaning, and work independently and collaboratively to develop, refine and apply performance skills through exploration of, and participation in, the art of Clowning.

Assessment: No assessment in Term One.

Revision

- Actively engage in all class Making and Responding activities
- Make use of all of the resources on your class OneNote
- Ask questions if something is unclear





Year 7 VISUAL ART

Unit: My Image

In this unit, students will explore how portraits can express personal characteristics. They will use the art process to develop a ceramic sculpture that expresses elements of their own character, symbolised by a hybrid of animal traits.

Assessment: Making Folio: A sketchbook which demonstrates the informed planning and development of ideas; and a resolved ceramic sculpture that expresses the student's personal characteristics in animal form.

Revision

- Students are to use the resources, checklist and instructions in their OneNote to assemble their Making Folio
- Ensure you bring your purple LHC apron to every class



Year 7 MUSIC

Unit: Musical Community

In this unit, students are introduced to the Elements of Music, learning how connections, community and meaning are created through the music elements, and developing collaborative music performance skills (keyboard).

Assessment: Formative Making Task (performance): performance as part of a class keyboard ensemble.

Revision

- Use your practical (keyboard) class time well by focusing and applying yourself to tasks
- Always remember to bring your headphones (with a cord) to class



Year 7 HEALTH AND PHYSICAL EDUCATION

Unit: Lifelong Physical Activity – Swimming

During this movement and physical activity unit, students will learn about the lifelong physical activity of swimming. They will aim to improve their understanding and performance in this physical activity by participating in student centred activities.

Assessment: Performance (Aquatics)

Revision

- Students are reminded to bring their College swimming costume, cap and long sleeve rash shirt to school to fully engage in practical activities in the pool





Emotional Smarts



Engagement



Relationships



Meaning and Purpose



Goals



Spirituality



Health

STELLA WELLBEING PROGRAM

Year 7 STELLA WELLBEING

The focus during Stella Wellbeing lessons is on friendship-building and how to enjoy a successful first term in Year 7. Students will learn about the Stella Wellbeing program and important elements like gratitude. They will learn skills such as being resilient in new situations, how to aim for positive emotions and self-talk, and strategies for problem-solving in new situations.

Assessment: No formal assessment

Year 7 ACADEMIC MENTORING

In Academic Mentoring, each student is provided with the opportunity to work with their Academic Mentor to reflect on how they have started their academic journey at Lourdes Hill College. Students will be focusing on the LHC STAR Learning habits such as their organization, timetable, study and thinking skills. They will look at the difference between what is “homework” and what is effective continuous “study”, and how to plan effectively to do both. Students will have on-going progress checks with their dedicated Academic mentoring teacher who will assist to develop an assessment planner with due dates.

Assessment: No formal assessment

Year 7 Global STARS

The focus for Global STARS lessons is on encouraging students to be future builders with global thinking. The curriculum draws from the ACARA Digital Technology syllabus and the General Capabilities - Global Citizenship/Digital Literacy. The focus for Global STARS lessons in Term 1 is about knowledge and skill-building of a student’s personal e-safety. Students will learn about how to positively manage their engagement with their “digital life” such as positive social media and practical on-line protections including how to seek help. Towards the end of term, students will begin to work towards their first digital project – coding an on-line game.

Assessment: No formal assessment – Formative activities