



VADDA VALLEY

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YEAR 7 AND YEAR 8 2025

FOREWORD

The middle years of schooling are an exciting time. It is one of those milestones in life that young

CURRICULUM

The Middle School curriculum is offered within Key Learning Areas. Each learning area is attuned to, and has established, appropriate learning outcomes pertinent to the School's aims and the School's unique cultural characteristics. The key competencies are acknowledged as essential ingredients across the curriculum for the vocational preparation of young people who will engage in new forms of work organisation.

The emphasis within the Middle School is on core curriculum, which is broad. The curriculum exposes students to a wide range of subjects, enabling them to make informed decisions about subject choices at Years 9 and 10.

It is compulsory to study one of the languages offered at Middle School, which are Chinese and French unless a student M srnp020-9.3 (l)-3.1v(h)-8.4 (eM)3.5 (d)-0.6 i an th

PLUS

A PLUS period occurs once per cycle with the student's Tutor. The PLUS program has four main content areas, these are:

The Resilience Project (TRP)

Study Skills

Organisation

Digital Literacy

Each content area brings a key component that will allow Middle School students to develop skills to assist with their education at Yarra Valley Grammar. Aspects of these content areas will be scaffolded to suit the Middle School journey of our students. Example, Year 7 has a particular focus on Organisation and Digital Literacy as students transition from primary school to the Secondary School environment. In Year 8 students will extend their digital skills and develop greater specific study skills to assist them with moving through Secondary School.

HOMEWORK

The School believes in the value of homework on a regular basis, since it is clearly impossible for students to achieve their potential if their school work is limited to school hours. Homework also encourages students to work independently in a self-motivated way.

Homework serves a number of purposes:

preparation for a future lesson (eg. preliminary reading or research)

completion of tasks set in class

remediation, where a student completes extra work aimed at overcoming problems faced or clarifying concepts through further examples

extension activities for those students who need to be further challenged

revision for purposes of consolidation or preparation for exams and tests

reflection on learning experiences.

Since the production of a workable school homework timetable is difficult, the School's policy is to ask teachers to allow several days for extended tasks to be completed. This allows students to arrange their own program to suit a worthwhile skill to develop in itself. It also takes into account evening commitments that students may have (eg. clubs, family visits, etc). Tasks that take a short period of time (eg. 10-15 minutes) may be required to be completed for the next day.

It is difficult to insist on particular lengths of time to be spent each evening, but the following provides a guide. There will, of course, be times when more than this will be required or there could be times when, due to other commitments, less would be appropriate.

Year 7 1 hour

Year 8 1 hour

These suggestions are for the five week nights. If shorter time is spent on homework during the week, compensation should be made at the weekend.

The reading of English set texts and additional novels as part of the wide reading program in English should, for the most part, be done in addition to the times set out above.

Art, Design and Technology

ART, DESIGN AND TECHNOLOGY (ADT) - YEAR 7

Year 7 Art, Design and Technology (ADT) provides students with an immersive exploration of

Drama

DRAMA – YEAR 7

This is a yearlong creative subject designed for students to gain knowledge, understanding and skills in the area of Drama. All units of work are based around practical activities.

Outline of Aims

To gain an understanding of the application of role, character and relationships

To develop the expressive skills: voice, movement, gesture and facial expressions to develop characters

DRAMA – YEAR 8

This is a year-long course designed for students to collaborate to devise dramatic work. Students use playmaking techniques to explore and develop their expressive skills to create characters. They experiment with focus and creating effective actor-audience relationships. Students use discussions to reflect and respond to dramatic work.

Outline of Aims

English

ENGLISH – YEAR 7

Outline of Aims

- To provide cognitive challenges for students, that require them to receive and remember information in order to generate concepts and ideas, particularly as they relate to set texts
- To develop confidence and competence in writing for a range of purposes and audiences
- To encourage students to read widely beyond the set text list
- To extend students' capacity to listen and to communicate orally

Content

Reading – A range of texts is introduced in the classroom. Three texts are studied formally during the course. One of these is a print text (usually a film). Students are encouraged to read widely outside the formal program and to engage in reading for pleasure as well as text related analysis. Print and electronic media texts are also studied, as are poetry texts.

Writing – Writing is presented as a process involving a number of steps. Personal writing will explore the craft of poetry and a range of prose styles including narrative, persuasive, informative and descriptive. Responses to literature will be persuasive and creative. Planning is explicitly taught in order that students might develop a reliable method of interpreting essay questions and structuring their responses.

Speaking and listening – Students participate in whole class and small group discussions. Opportunities are also provided for all students to give speeches, formal and impromptu, and engage in debates. Activities are aimed at helping students grow both more familiar and more comfortable with public speaking in its various forms. Oral presentations will take place both as small group presentations as well as individual presentations to the whole class.

Assessment

- Text responses (including to media texts)
- Oral communication
- Craft of writing – writing for specific audiences and purposes

Health and Physical Education

HEALTH AND PHYSICAL EDUCATION – YEAR 7

The Year 7 Health and Physical Education course aims to expose students to a broad range of health related content which enables them to develop valuable life skills and knowledge. The practical elements of this course aim to provide students with the opportunity to explore their learning through kinaesthetic means. The program combines a number of different sports and activities with the purpose of improving tactical concepts and skills whilst working individually and in a team based setting. Students will use their BYOD throughout the course to complete formative and peer assessments.

Outline of Aims

- To introduce students to core Health and PE topics including anatomy
- To develop knowledge and investigate strategies to promote health, safety and wellbeing
- To explore important personal development topics such as relationships, consent, diversity, gambling and cyber--al

Content

The following units and activities will be used to meet the aims and objectives of the course:

Healthy Bodies (Anatomy) – basic anatomy introduction to the human body

Cybersafety – exploration of topical dangers faced online

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This subject

Practical lessons exploring:

Athletics based activities

Aerobics

Striking sports that may include golf, hockey, cricket and softball

Games sense approach that will involve invasion games such as touch football, ultimate frisbee and European handball

Net sports that may include tennis, volleyball and badminton

SEPEP student developed and facilitated netball and soccer tournaments

Fitness challenges including completing a 'Tough Yarra' course

Assessment

Students complete assignments, performances, tests, research tasks and short pieces of written work. There will be subjective observation of students' participation in and contribution to class and small group activities including discussion sessions. Students will be required to use Apps to record performances or self-assessments. Any research tasks will utilise BYOD and internet resources.

In practical classes, students will be assessed by the teacher through direct observation and participation throughout the course. Personal best performances and students' ability to bring the correct practical equipment to participate in lessons will also affect student's results.

Humanities

HUMANITIES – YEAR 7

Outline of Aims

Outline of Aims

- To develop an empathy for the study of other peoples and their cultures
- To develop an appreciation of the diversity of Asian cultures and societies
- To develop an understanding of ways of life in the Middle Ages
- To clarify personal values in relation to the study of societies within a region, particularly counteracting typical stereotypes of different religions and cultures
- To develop analytical, research, written, oral and presentation skills
- To understand the concept of liveability and consumption
- To develop competencies in the use of ICT as part of Humanities study
- To develop historical literacy focussing on cause and effect as well as continuity and change
- To develop an understanding of differing perspectives
- To develop analytical skills when looking at maps
- To develop an understanding of the role of a citizen in modern Australian society

Content

Year 8 Humanities students focus on Medieval History in Europe and Asia. The following topics are covered:

- medieval history in Europe and Great Britain
- liveability and fast fashion
- the Black Death and its consequences
- The Renaissance and Age of Exploration
- the National History Challenge
- Medieval Japan
- civics and citizenship

Assessment

- Computer based projects using Google Suite Apps, Word, PowerPoint and online resources
- National History Challenge entry
- Tests using short answer, document analysis and extended response
- Essay

Languages

CHINESE – YEAR 7

Outline of Aims

Students will be assisted to:

acquire and extend basic speaking, reading, listening and writing skills in Chinese

Outline of Aims

To help students develop a proficiency with the communication skills of a Language Other Than English

To develop a better understanding of Chinese speaking people and their way of life

To help students gain a better understanding of their own language and of how language works in life

To develop in students an appreciation of cultural diversity and plurality

Content

The course continues the communicative approach. While listening and speaking continue to be the main focus, reading and writing are increasingly important as aids to learning.

Topics studied in Year 8 include:

food and drink

eating out

shopping at a market

weather and seasons

sports and leisure interests

travel and transport

Chinese currency

Assessment

All four language skills will be assessed by:

Speaking tasks

Listening comprehension tasks

Reading comprehension tasks

Writing tasks

Assigned tasks

Mathematics

MATHEMATICS – YEAR 7

MATHEMATICS IS A CORE SUBJECT.

Outline of Aims

- To consolidate and extend mathematical skills and concepts in the three content strands of the Australian Curriculum: number and algebra, measurement and geometry, statistics and probability
- To develop mathematical communication both orally and in written form
- To apply students' mathematical knowledge to the solution of mathematical problems in unfamiliar situations
- To use calculators and computers appropriately and effectively
- To encourage students to contribute positively to cooperative group work
- To provide the opportunity for students to test their abilities in mathematics competitions and in further extension activities

Content

- Whole numbers
- Geometry
- Number properties and patterns
- Fractions and percentages
- Algebra
- Decimals
- Statistics and probability
- Equations
- Polygons
- Measurement
- Negative numbers

Assessment

- Investigations, problem solving tasks
- Topic tests assess students' proficiency in understanding, fluency, problem solving and reasoning

Music

MUSIC – YEAR 7

Outline of Aims

- To provide an opportunity for all students to play a musical instrument
- To provide a valued and enjoyable musical experience
- To develop the ability to recognise and demonstrate the elements of music
- To develop the skills of music reading

Content

Students experience music through playing, performing, composing and analysing. Areas covered include:

- every student learns to play a woodwind, brass or string instrument

Outline of Aims

To provide a valued and enjoyable musical experience

To provide an experience of playing in a musical ensemble

To experience working and creating in a self-directed small group

To use BYOD to learn the basics of song writing

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Students experience music through composition and collaboration

Science

SCIENCE – YEAR 7

Outline of Aims

In their first secondary year of science, it is important that students are allowed to be creative and inquisitive. The curriculum aims to develop students' understanding of scientific concepts and processes, and to encourage them to apply their knowledge and skills in a variety of contexts.

Outline of Aims

The Year 8 science course allows students to make connections from their work in Year 7 and continue to develop a deeper understanding of concepts and skills that are unique to the study of science. It allows students the opportunity to continue:

to develop curiosity about the natural world

to build on scientific methodology as a unique way of observing the world around them and to deepen their understanding of their observations using science

to develop the practical and analytical skills which are necessary to investigate natural phenomena both inside and outside the laboratory

the pursuit of scientific knowledge of the physical, chemical and biological world to assist with understanding observations

to further develop the students' science literacy skills to help build capacity to communicate their knowledge of science effectively

to build on the use of information technology in the learning of science, which allows for the collaboration of new ideas, new skills and the sharing of knowledge and applications of scientific principles

to expand and evolve the STEM approach to learning

Content

Atoms and chemical changes

Cells and body systems

Energy

Earth Science

Practical Component

Practical experiments and learning activities form an integral part of the course. Students use a variety of practical skills to collect and analyse data, which is used to help formulate conclusions. The development of practical skills is sequential and an essential part of the study of science. Students use a variety of analytical skills, including tabulation and graphical representation of data, using both traditional manual methods and computerised technology assisted graphs, tables and other forms of data collection and display.

Assessment

Project work

Data analysis and application tasks

Practical reports

Topic tests

YEAR 8 ESTEAM

(Enterprise Science Technology
Engineering Arts Mathematics)

Key purpose, aims, skills and outcomes identified:

Community– local (Yarra Valley) and global engagement
Transferable 21st Century skills
Creativity
Entrepreneurial skills
Problem solving
Financial
Digital citizenship
Collaboration and team work

With the opportunity for cross curricular, team teaching, mentoring / facilitating and a celebration outcome to be included.

Key content areas and focus areas identified:

Coding
Robotics
Product Design
Food
Entrepreneurial skills
Financial
Digital
Engineering
Celebration of Outcome

These factors are then grouped to make clusters for a trimester based subject:

1. Coding, robotics and product design
2. Food / entrepreneurial skills
3. Engineering and design

CODING, ROBOTICS AND PRODUCT DESIGN

ESTEAM Robotics aims to develop students' knowledge of robotics programs, programming and applications through a hands

Sport

SPORT – YEAR 7 AND YEAR 8

Outline of Aims

All students have access to a summer and winter season of Sport. It is hoped that students choose to participate in both seasons