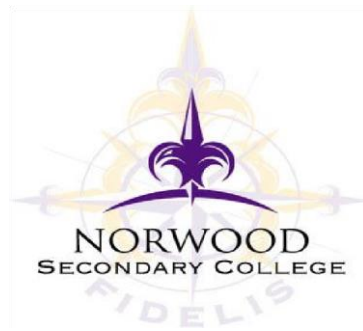


**Year 7 and 8  
Curriculum  
Handbook  
2025**



## **Profile**

Norwood Secondary College, is a single campus coeducational Years 7-12 College with an enrolment of around 1100 students. It has an outstanding reputation in the community, particularly in the areas of academic excellence, sport and performing arts. The College caters for the educational needs of students from a wide range of primary schools in the local community and values the positive relationship that is established with these schools.

At Norwood we are committed to providing an experience where, in years to come, students will be proud to have attended a College where they have made lifelong friends, are lifelong learners and have become valuable contributors to the community.

## **Emblem and Values**

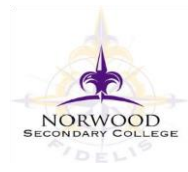
The key element of the College emblem is the compass needle pointing north, evoking a journey of purpose. Our Latin motto 'fidelis' (meaning loyal and faithful to duty), along with our Values of Respect, Aspiration, Responsibility and Resilience, reflect our ethos. Through a journey of discovery, exploration and personal growth teachers facilitate and guide students into deeper understandings of their world.

## **Supporting Our Students and Community**

Norwood staff understand the need to build an educational community through quality relationships with students, parents and other staff. The College has the growth and development of everyone as its major goal. Students are supported by committed and caring staff, Mentors, Heads of Year Level, Year Level Coordinators and a Student Wellbeing team.

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## INTRODUCTION

The Norwood Secondary College learning community takes into consideration the Principles of Learning and Teaching P-12, Middle Years research and Victorian Curriculum standards in its organisation of the curriculum in Years 7 and 8. The delivery of curriculum is student-centred and based on cooperative learning and thinking strategies. This provides opportunities for teachers to better meet the needs of young adolescents by creating stimulating and supportive learning environments that engage and challenge each student. The Victorian Curriculum is implemented within this framework.

The structures and approaches implemented at Years 7 and 8 are as follows:

In 2012 Norwood introduced an Enrichment Program (EP) for a selected group of Year 7 students. Students in EP classes are exposed to an enhanced curriculum with the emphasis being on building depth in their learning. They are expected to demonstrate a capacity to excel and be challenged across all academic areas. Students are encouraged to take part in a range of national competitions which test academic skills and they are expected to make a significant contribution to the life of the College over the full six years. The EP class remains together as a cohort until the end of Year 9.

Our College has a strong focus on ensuring that as students move through the various stages of schooling, their needs are accommodated through our several transition programs. This is most evident in the Grade 6 to Year 7 move, but also seen between each year level, the move from Junior School to Senior School, commencement of VCE studies and, of great importance, the departure from school to further their study or employment.

Years 7 and 8 classes have most of their core subjects taught in designated homerooms. The homeroom concept, with an Academic and Wellbeing focus, has significantly reduced the movement of students, assisted in their organisation and encouraged a sense of ownership and belonging to the College. A Mentoring Program runs for students across all levels. In Years 7 and 8, the program has a focus on our College values. Teachers use this time to speak to students one-on-one about their learning goals and issues of concern.

Year 7 students are taught by a small core group of teachers, ensuring that students can develop closer working relationships with fewer teachers and have the opportunity to develop greater in-depth learning.

A three-day Orientation Camp for all Year 7 students in Term 1 provides opportunities for students to develop friendships and get to know their teachers better and learn about the expectations of the College. Students are encouraged to participate as a member of a class team, supporting other members of their class during all activities at the camp. An adventure camp, where students are encouraged to stretch themselves through challenging activities is offered to all Year 8 students.

At Norwood Secondary College, we believe that establishing an effective learning environment must be developed in partnership with students, parents and staff. In order to address the complexity of changes experienced during adolescence, this partnership must be strong and dynamic. The College appreciates and fosters parent participation that promotes learning in a wider community. An overview of the curriculum allocation for Years 7 and 8 is outlined on Page 4. A more detailed description of each subject area makes up the rest of this handbook.

# CURRICULUM OUTLINE

## YEAR 7

### **FULL YEAR STUDIES**

ENGLISH  
MATHEMATICS  
SCIENCE  
HUMANITIES  
PHYSICAL EDUCATION  
LANGUAGES: French

### **SEMESTER LENGTH STUDIES**

ART/VISUAL COMMUNICATION  
DRAMA  
HEALTH  
STEMtech  
MUSIC  
TECHNOLOGY MATERIALS

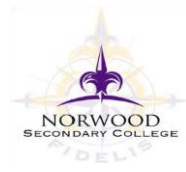
## YEAR 8

### **FULL YEAR STUDIES**

ENGLISH  
MATHEMATICS  
SCIENCE  
HUMANITIES  
PHYSICAL EDUCATION  
LANGUAGES: French

### **SEMESTER LENGTH STUDIES**

ART/VISUAL COMMUNICATION  
DRAMA  
HEALTH  
MUSIC  
TECHNOLOGY FOOD  
TECHNOLOGY MATERIALS



## ART/VISUAL COMMUNICATION

### **Aims/Objectives:**

- To deliver a balanced and stimulating Art/Visual Communication curriculum that offers students a sound foundation for future learning
- To provide opportunities for all students to acquire and apply a broad range of skills and knowledge, to communicate effectively and to think creatively, critically and reflectively.

### **Content:**

In Year 7, students investigate visual art practices as inspiration to explore and develop themes, concepts and ideas. They are introduced to the art elements, art analysis and they are encouraged to reflect on and display their work. Emphasis is on experimenting and building on existing art, literacy and numeracy skills. Students begin to analyse artwork and express their ideas. Using the art elements as a common thread, students complete artwork using a variety of techniques such as painting, drawing, printing, ICT software and ceramics.

In Year 8, the students again employ the art elements to create and develop their ideas. The emphasis is on the use of proportion, scale, perspective and composition. The students build on their artistic experiences from Year 7 and set individual goals to show improvement and build confidence. The students are introduced to the design process, reflection, creative thinking and problem solving. They are exposed to artwork from different cultures, movements, times and places. Artwork produced may include printmaking, collage, ceramics, painting and drawing.

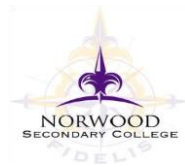
These two units have been purposely designed to meet the Victorian Curriculum levels 7 and 8 and to give our students a wide range of challenging experiences, skills and knowledge to prepare them for the art electives offered in Year 9 and the VCE subjects that follow.

### **Tasks/Activities:**

In all study areas, students will produce bookwork and assignments. In Art and Visual Communication, students will create 2D and 3D pieces designed to develop and demonstrate their individuality by solving set creative problems.

### **Student Assessment:**

- Class activities/Practical work
- Visual Diary entries
- Art Analysis
- Research tasks and Reflections.



## DRAMA

### **Aims/Objectives:**

The Drama curriculum is designed to foster curiosity, imagination and playfulness, and to develop practical and embodied skills, while also cultivating theoretical knowledge and capabilities. Students learn to

- interpret and use the language of traditional and contemporary drama, theatre and dance
- analyse movement and drama techniques
- conceive, perceive and embody ideas
- create meaning and engage audiences
- explore, depict and celebrate human experience

### **Content:**

Junior Drama provides knowledge and skills in the areas of communication, teamwork, problem solving, initiative, planning, self-management, and learning, skills that are transferable to a variety of artistic, social and work-related contexts.

All students at Years 7 and 8 complete a semester of Drama. In these classes, students are encouraged to extend their self-knowledge and co-operative skills.

Students learn from traditional and contemporary performance styles to devise their own work and apply elements and conventions for specific audiences. They also learn to respond to and evaluate their own work and that of others.

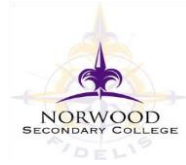
Students also incorporate the study and practice of Dance within the Drama course. They explore dance elements and styles from diverse cultures, times and places, and learn skills and choreographic techniques to create work that expresses ideas and meaning.

### **Tasks/Activities:**

Exploration of the basic elements of movement, mime, voice, ensemble performance, collaboration and devising work.

### **Student Assessment:**

- Performance Assessments
- Class participation and preparation



## ENGLISH

### **Aims/Objectives:**

- To develop an appreciation of language as an important tool of communication through the four main language strands: reading, writing, speaking and listening
- To gain an appreciation of the aesthetic value of literature
- To give consideration to non-verbal communication
- To gain an understanding of the history and structure of the English language.

### **Content:**

In English, there is a strong focus on the development of Literacy through the implementation of wider reading and the Readers' Notebook. Students are expected to study a wide range of print and visual texts and are encouraged to pursue their own interests in extensive wide reading. Emphasis is placed on the practical application of grammatical principles including spelling, grammar, comprehension, as well as the development of an understanding of different writing styles. The reading of both print and visual texts, for enjoyment and understanding, provides a foundation for development in skill and appreciation of literary texts. Students are also encouraged to be aware of current affairs through the mass media.

The development of speaking and listening skills is also encouraged through group work, individual presentations and discussions. Students are further provided opportunities to develop ICT skills to support their presentations and collaboration with their peers.

Emphasis is also placed on the development of cooperative learning strategies, which ensure that students develop collaboration skills relevant to their senior education, and life-long learning.

### **Tasks/Activities:**

- A range of writing for different contexts, audiences and purposes
- A variety of pieces that consider the ideas and concerns in a range of texts
- Written, visual and oral responses to texts. Texts include short stories, plays, news articles, poems, films and novels
- Particular emphasis is placed on wider reading and appreciation of literature, as well as low-stakes reflective writing in a Reader's Notebook
- Study of the way language evolves to reflect a changing world.

### **Student Assessment:**

- Writing Folio
- Issues
- Text Response
- Oral Presentation.





## HEALTH

### Aims/Objectives:

- To promote attitudes and behaviours which contribute to personal and community wellbeing
- To develop the communication and decision-making skills of students
- To develop students' understanding of physical, social and emotional changes occurring during adolescence
- To develop students' self-confidence and self-esteem.

### Content:

#### Year 7

- Healthy behaviours to promote wellbeing: Students will explore the dimensions of health and wellbeing
- Values and family: Students will investigate how 21<sup>st</sup> century families and values play an integral part of personal growth and identity
- Fostering positive and respectful relationships: Students will explore how to build positive relationships and how to deal with bullying behaviours, including safe online behaviour.

#### Year 8

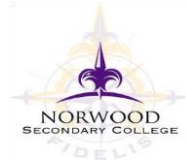
- Self Esteem: Students will explore the definitions and dimensions of health, with a focus on self-esteem
- Students will investigate a range of issues facing teenagers and relevant community resources which offer support and assistance
- Cyber safety: Students will investigate cyber bullying, risky online behaviours, protective strategies to stay safe online and avenues to seek help
- Alcohol and Drug Education: Students will identify and evaluate types of alcohol and drugs; discuss moral and ethical values, and risky decision-making including vaping during the Youth lifespan stage
- Sexual Health and Respectful relationships: Students will evaluate the benefits of relationships on wellbeing and respecting diversity. Students will discuss the importance of sexual health and demonstrate their understanding of the risk in relation to sexual behaviour.

### Tasks/Activities:

- Students will participate in a wide range of activities that will include:
  - Discussions
  - Group tasks
  - Short projects
  - ICT tasks.

### Student Assessment:

- Satisfactory completion of class work, written tests and assignments
- Participation in class discussions and activities.



## THE HUMANITIES

### History

#### **Aims/Objectives:**

- To develop knowledge, skills and values that enable students to participate as active and informed citizens in a democratic society and a global community
- To understand the past of Australia and other societies
- To explain the features of places and environments and the ways in which people interact with them
- To understand the nature of cultures and describe and analyse natural and social systems.

#### **Content:**

##### **Year 7**

Students explore the nature of history by learning about the work of Archaeologists and examining the use of evidence to piece together the story of the past. The focus then shifts to a study of prehistoric times and the survival of early human beings. This introduction is followed by studies of Ancient Australian, Ancient Egyptian and Ancient Chinese civilisations. Students compare and contrast present day systems in Australia with those of the past.

##### **Year 8**

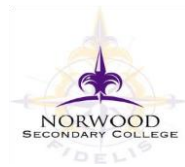
Students begin by exploring Viking culture and society including lifestyle, religion, raiding practices, social hierarchy, and society structure. Students then investigate the Japanese Shogun period and contrast this unique Asian culture with those of European origin, where aspects of feudalism are investigated further.

#### **Tasks/Activities:**

Students will develop historical understanding through the application of historical concepts and skills including: sequencing chronology using historical sources, identifying continuity and change, analysing cause/effect and determining historical significance.

#### **Student Assessment:**

- Research task
- Historical inquiry
- Extended response
- Visual analysis
- Multimedia presentation.



## THE HUMANITIES

### Geography

#### **Aims/Objectives:**

- To develop students' interest in, knowledge and appreciation of the world around them
- To make sense of spatial change to solve geographic/environmental problems
- To increase the powers of observing, recording, interpreting and evaluating the environment via data from primary and secondary sources
- To learn to express in written, oral and graphic form, using geographic/environmental terminology and material.

#### **Content:**

Year 7 students begin by learning basic mapping skills before investigating the uses of water as a resource, including its availability, scarcity and values. The management and sustainable use of water is also studied. Students also examine place and liveability by studying factors that influence liveability as well as ways to improve and manage liveable places. Students develop field work skills through a comparison of an urban environment with a more rural environment.

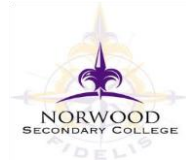
Year 8 students continue to improve their mapping skills to an advanced level before focussing on investigating different landscapes and landforms by understanding how they are formed by natural processes and affected by human interactions. Students complete a fieldwork task on coasts including processes, uses and management. Students also examine the changing nature of urban and rural environments including contrasting lifestyles and activities in megacities.

#### **Tasks/Activities:**

- Students complete a range of tasks and activities working either individually or in small groups
- Map interpretation and construction including the use of Geographic Information Systems
- The solving of geographic and environmental problems through individual and/or group work
- Practical exercises involving observation, recording, interpretation and evaluation of data
- Inquiry research activities using primary and secondary sources, including the use of information technology
- Fieldwork activities including primary data collection and interpretation.

#### **Student Assessment:**

- Case Studies
- Structured Questions
- Geographical Inquiry
- Practical Task
- Fieldwork Report.



## THE HUMANITIES

### Civics and Citizenship

#### **Aims/Objectives:**

- To understand the idea of democracy, government, laws, political rights, leadership, and Australia's political and legal system
- To develop the ability to express opinions based on evidence and to explore democratic processes.

#### **Content:**

In Year 7, students study the views and values present in Australian government and society. They explore the responsibilities and freedoms of citizens and how citizens can participate in Australia's democracy. Students also explore how Australia's secular system of government supports a diverse society with shared values. Students also examine what it means to be Australian by identifying the reasons for and influences that shape national identity.

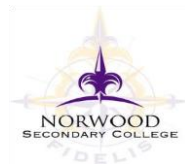
In Year 8, students will analyse the roles of key institutions and political groups in Australia's democracy and the ways in which citizens participate in democracy. Students will explore the characteristics and types of law in Australia, and the principles and features of the Australian legal system, including how citizens can participate in lawmaking. Students will build their ability to compare a variety of sources and perspectives to investigate contemporary political, legal, and local community issues.

#### **Tasks/Activities:**

- Students participate in discussions and debates about the nature of Australia's values and what it means to be Australian.
- They explore sources which depict the changing nature of Australian society.

#### **Student Assessment:**

- Structured questions



## **THE HUMANITIES**

### **Economics and Business**

#### **Aims/Objectives:**

- To look at how markets are regulated and the value of work and entrepreneurship in society.

#### **Content:**

Year 7 students will explore the different reasons and people work and earn an income. They will explore trends on how the nature of work has changed, and make predictions about the future of workplaces. They will explore the responsibilities of income earners, including how to be a smart consumer, taxation, budgeting, and financial planning.

Year 8 students study aspects of economics including: the relationship between producers and consumers, the ways in which the government influences economic activity, making informed consumer decisions, supply and demand and sustainable resource allocation.

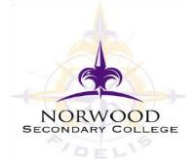
#### **Tasks/Activities:**

Year 7 students will become their own case study as they plan for, budget, and achieve their personal financial goals. They will be presented with financial scams and will have to use what they have learnt to ensure they are acting as safe and ethical consumers.

Year 8 Students will investigate the concept of entrepreneurship and develop and present a sales pitch to market a new product.

#### **Student Assessment:**

- Group oral presentation
- Budgeting and Financial planning task



## LANGUAGES

### French

#### **Aims/Objectives:**

- To introduce French in the context of simple vocabulary and grammar structures that will allow students to be able to communicate at a basic level
- To prepare students for the continuation of their language study into senior years
- To develop an understanding of the culture of the language studied
- To gain an understanding of language structure in both French and English.

#### **Content:**

As one of the major modern European languages and one of the most important international languages, the ability to communicate, both through written and oral French, is emphasised. Classes are based on the four major skills of speaking, reading, writing and listening, as well as a study of Francophone culture. Students study a range of topics to give them a broad range of linguistic and cultural knowledge across their junior French classes.

#### **Tasks/Activities:**

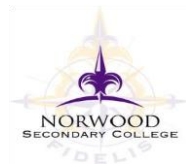
There is an emphasis on a real life use of French in the junior classes. Many topics are studied, including greetings, numbers, family, schooling, animals, French speaking nations and cultural celebrations, and the buying and selling of produce.

Tasks include:

- Oral presentations
- mini dialogues
- written paragraphs
- posters
- role play; and
- grammar and vocabulary exercises.

#### **Student Assessment:**

- Regular tests on understanding of basic grammar and vocabulary
- Role-plays and assignments, which are practised by students to aid confidence in the practical use of the target language
- Oral presentations
- Writing tasks.



## MATHEMATICS

### Aims/Objectives:

- To engage students in the exciting and challenging world of Mathematics
- To equip students with mathematical skills and knowledge that will promote confidence and competence in daily life
- To develop students' knowledge and skills in Mathematics that will facilitate access to employment or further study
- To develop mathematical language that will enable ideas and written work to be communicated clearly and with precision
- To promote students' learning through cooperative group work and independent tasks
- To enhance students' learning through the effective use of technology
- To engage students by relating Mathematics to real life situations.

### Contents:

The content strands of Mathematics are: - Number, Algebra, Space, Measurement, Statistics and Probability. Within these areas, a range of student tasks cater for differences in preferred learning style and ability level. Improving student literacy is also a focus and mathematical tasks are designed with this in mind. The curriculum focuses on students becoming proficient in mathematical understanding, fluency, reasoning and problem solving and is consistent with the Victorian Mathematics Curriculum.

### Tasks/Activities:

The following demonstrate the wide range of activities used to assist student learning:

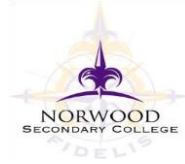
- Skills practice through completion of textbook work, homework sheets, revision tasks and web-based activities
- Cooperative group work tasks to introduce topics and consolidate understanding through peer learning
- Assignments, projects and problem solving tasks that require students to apply their skills and problem-solving strategies to solve real-life problems
- Problem solving strategies are developed through graded activities ranging from concrete manipulation of objects through to more abstract problems
- Technology tasks are used to develop computer skills, assist students to solve complicated problems and engage them in their learning.

### Opportunities to extend learning:

All Year 7 and 8 students will be given the opportunity to participate in various Australian and International Mathematics competitions which challenge the mathematical thinking of secondary college students and demonstrates the importance and relevance of mathematics in everyday life.

### Student assessment:

- Tests
- Investigations
- Homework



## MUSIC

### **Aims/Objectives:**

- To introduce students to the basic elements of Music through listening, performance and using Music software programs
- To offer students a broad over-view of musical styles and appreciation.

Students have two periods per week for a semester of Classroom Music in Years 7 and 8. Students are encouraged to participate in the Instrumental Program and join ensembles. The Instrumental Music lessons operate on a rotating basis, once per week.

### **Content:**

Students are to develop skills in listening, composing, and performing music. They learn basic music notation and this skill is developed by participation in elementary keyboard classes, ukelele and using interactive keyboard/theory games. General Classroom Music at Year 7 includes a study of orchestral instruments, film composers and the music of various cultures including Aboriginal and Torres Strait Islander peoples. At Year 8 level, General Music includes Musical Theatre and contemporary music (Jazz, pop, rock etc.) from the 1950s onwards, as well as further performance practice and an introduction to music technology.

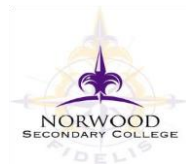
### **Tasks/Activities:**

- Class performances: Singing and rhythmic accompaniment and keyboard melodies
- Individual performances: Keyboard melodies - played hands separately and together
- Students use computer programs for composition and learning basic theoretical concepts
- Composition - both individual and group tasks
- Activities: Discriminating between sounds of pitch, rhythm, instrumentation, and musical styles.

### **Student Assessment:**

- Performance tests in Keyboard, Percussion and Ukulele
- Group performance in a variety of styles and improvising over 12 bar blues structure
- Written tests, listening activities, composition and improvisation, using music software, research assignments, workbooks and participation in class.





## PHYSICAL EDUCATION

### **Aims/Objectives:**

- To provide the opportunity for all students to achieve optimum levels of motor skills in a range of individual, group and team games and physical activities
- To contribute to the personal development of each student.

### **Content:**

Physical Education will provide each student with the opportunity to develop:

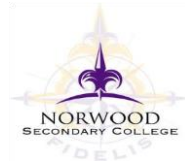
- An understanding of and competence in basic movement skills
- Physical fitness and a sound functioning body
- An understanding of the factors that affect personal fitness and the effects and benefits of physical exercise and activities
- Knowledge and understanding of the scientific principles of movement
- Leadership skills through coaching, umpiring and working with peers.
- Development of water safety knowledge and skills

### **Tasks/Activities:**

The program concentrates on developing a broad base of skills and knowledge in areas including minor games, game sense, striking and fielding and net/wall. In addition to this the program familiarises students to Sports that make up our interschool sports competition such as athletics, volleyball, cricket, lacrosse, basketball, football, soccer, badminton, netball, hockey, softball and baseball.

### **Student Assessment:**

- Active participation, assessment of their own physical fitness
- Motor skill ability in individual and game situations
- Satisfactory completion of written tasks and assignments on set topics.



## SCIENCE

### **Aims/Objectives:**

- To enable students to acquire and use scientific skills and concepts
- To give students an understanding of the way Science and Scientists work in the community and help them make decisions about careers and further study
- To develop students' ability to interpret and communicate scientific ideas effectively and to appreciate the role of Science in a social and technological environment
- To articulate Science values and accept the ethical principles embedded in scientific research
- To appreciate the significance of Science for the long-term future of our society.

### **Content:**

- Biological Science
- Chemical Science
- Earth and Space Sciences
- Physical Science.

### **Tasks/Activities:**

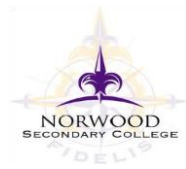
Students develop basic scientific skills through practical work and activities. Problem solving and analytical skills are also encouraged through a range of learning mediums. This could be through model making, use of software, multimedia and worksheets. Students may have the opportunity to participate in incursions and excursions.

### **Student Assessment:**

- Written tests
- Practical work/Practical reports
- Assignment/Project
- Class work
- Stile lessons.

### **Opportunities to extend learning:**

Year 7 and 8 students will be given the opportunity to participate in an International Science Competition (ICAS).



## STEM

### **Aims/Objectives:**

- To provide students with the tools to enhance and enrich their learning using Science, Technology, Engineering and Mathematics skills
- To develop critical thinking and learning skills that foster creativity and innovation in decision making
- To build productive ways of working and solving problems individually and collaboratively
- To develop the capacity to constructively critique, evaluate and modify their own design process.

### **The aim is to assist students to develop competence in:**

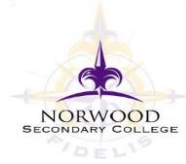
- Teamwork and collaboration skills including peer encouragement and feedback
- Critical and creative thinking skills including design iterations and ethical considerations
- Basic engineering and design processes including the use of CAD software for 3D modelling.

### **Content:**

Students undertake a Curriculum program designed to explore the learning areas of Science, Technologies (Digital and Design) and Mathematics (STEM) in an integrated, interdisciplinary approach. Key STEM skills are developed such as problem solving, iterative thinking and design, and critical evaluation of research. Students are explicitly taught how to develop their capacity to implement these skills across a range of subjects. An emphasis is also placed on the development of teamwork and collaboration skills through ongoing group tasks and assessments.

### **Student Assessment:**

- Response to real world potential STEM careers
- Design, construction and testing of a designed solution
- Exploration of historical and modern technologies through simple and complex machines



## TECHNOLOGY: FOOD

### **Aims/Objectives:**

- To prepare and cook nutritious food safely and hygienically and in line with the design process
- To analyse a range of influences on personal and family food selection
- To identify major nutritional needs for growth and physical activity
- To be introduced to the Australian Guide to Healthy Eating Food Model.

### **Content:**

Students are introduced to Home Economics for one semester in Year 8

The students will learn:

- Kitchen safety and hygiene
- Food preparation and cooking skills
- Recipe interpretation
- How to make healthy food choices using a food selection model
- Nutrients and nutritional needs for growth including knowledge on key food groups and their role in everyday cookery.

### **Tasks/Activities:**

Students participate in a range of tasks including:

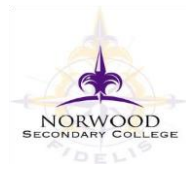
- Weekly food preparation
- Demonstration and discovery of different foods
- Research projects and investigations to complete various practical evaluations.

### **Student Assessment:**

- Proficiency in practical skills, including safe and hygienic use of tools and equipment
- Understanding of influences on food selection and consumption including nutritional requirements for good health
- Understanding of recipe formats and the design process.

### **Class Expectations:**

- Students should bring a lidded container, tea towel and plastic bag for every practical lesson (plastic bag for wet laundry).



## TECHNOLOGY: MATERIALS

### Aims/Objectives:

- To develop skills in design and production
- To begin to develop an understanding of the design process
- To promote an understanding of different materials and their uses
- To use equipment competently and complete production activities safely.

### Content:

At the Year 7 level, students will be introduced to Technology through integrated studies focused on fabric and textiles. They will be encouraged to investigate, design, produce, analyse, and evaluate their projects, fostering a comprehensive understanding of the design process. Throughout the construction of their projects, students will gain exposure to a diverse range of tools, materials, and processes, enriching their practical skills and theoretical knowledge in technology and design.

In Year 8, students will engage with resistant materials such as metal, timber, and acrylic to bring their designs to fruition. The curriculum in design and production will advance their comprehension and skills in the design process, building on the foundation established in Year 7. This advancement will be achieved through the creation of a more sophisticated product, enhancing their knowledge and understanding of complex design methodologies.

### Tasks/Activities:

Students will be taught:

- An understanding of the different materials used in construction
- An introduction to the Double Diamond Design Process and Factors that Influence Design
- Basic design skills and problem solving
- Cutting and joining techniques
- Production analysis and evaluation.

### Student Assessment:

- Investigating and designing
- Safe and efficient production using different materials
- Analysing and evaluating.