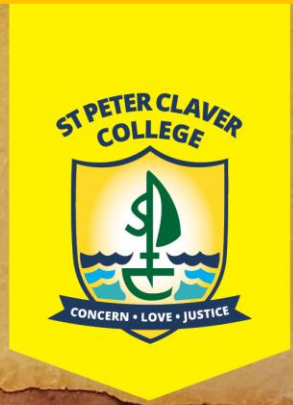


YEAR 7 2026

CURRICULUM
HANDBOOK AND
SUBJECT INFORMATION



PILGRIMS OF HOPE

Look Beyond





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UNDERSTANDING THE CURRICULUM IN YEAR 7

St Peter Claver College is part of Brisbane Catholic Education which has set as the overarching goal for education in Catholic schools:

Empowering learners of all ages to shape and enrich their changing world, by living the Gospel of Jesus Christ.

The achievement of this overarching goal involves students learning to become lifelong learners. In all courses, teachers plan for students to learn through the **Brisbane Catholic Education Learning and Teaching Framework**.

All subjects offered in Year 7 follow the Australian Curriculum. Religion is developed from the Brisbane Catholic Education Religion syllabus.

The Australian Curriculum emphasises the common teaching of seven general capabilities across all learning areas. These are Literacy, Numeracy, Information and Communication Technology (ICT), Critical and Creative Thinking, Personal and Social Capability, Ethical Understanding and Intercultural Understanding capabilities. These form a common curriculum that connects all subjects.

MIDDLE YEARS FOCUS

St Peter Claver College places an emphasis on high expectations for learning in the Middle Years (Years 7 to 9). We are responding to the 2019 Alice Springs Declaration on Educational Goals for Young Australians which stated that:

‘The middle years are an important period of individual growth and learning when a balanced set of cognitive, social and emotional skills are developed. Students are finding a sense of self and require investment in their emotional wellbeing and a voice in and influence over their learning. This is also a time when they are at the greatest risk of disengagement from learning. Through directly addressing each student’s range of needs, schools must focus on enhancing motivation and engagement.’ Alice Springs (Mparntwe) Education Declaration 2019 - Page 13.

The College supports the two clear goals in the declaration:

- **Goal 1:** The Australian education system promotes excellence and equity.
- **Goal 2:** All young Australians become:
 - Confident and creative individuals.
 - Successful lifelong learners.
 - Active and informed members of the community.

Claver Middle Years emphasises the following strategies as important for learning in the Middle Years:

- Strong teacher-student relationships.
- Parental/caregiver involvement in learning.
- Integrated and multi-disciplinary curricula that are negotiated, relevant and challenging.
- Use of higher order thinking strategies.
- Co-operative learning and collaborative teaching.
- Authentic and reflective assessment with high expectations.





LEARNING AT CLAVER

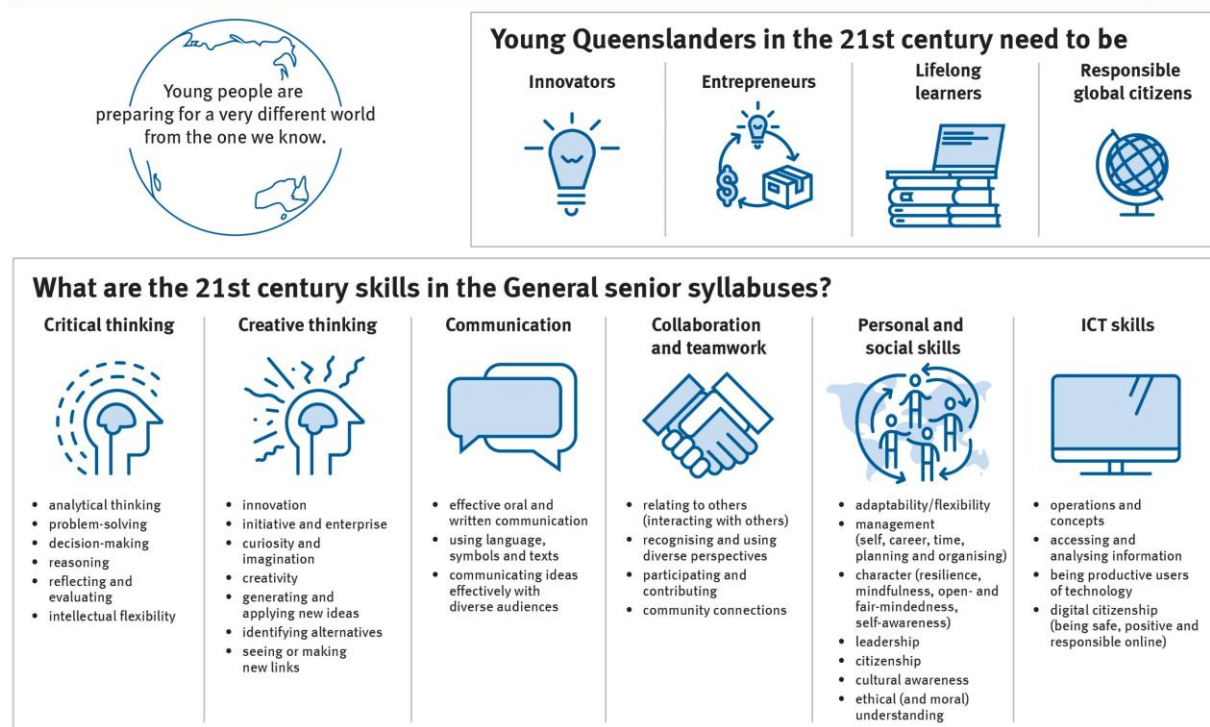
The focus at St Peter Claver College is on meeting the personal, intellectual and social needs of adolescents within a Catholic context. With the teenage years come physical and emotional challenges as children grow into young adults, developing their individual identity and connections within the community. With growing maturity and independence, they begin to take responsibility for their learning and for establishing and maintaining healthy relationships. We provide opportunities for our students to learn and grow in ways that acknowledge and respect each unique phase of their development.

To prepare our students for a changing world where they will need to be responsible global citizens who can innovate, create, and continue to learn, we develop their 21st Century skills (critical thinking, creative thinking, communication, collaboration, teamwork, ICT skills and, importantly, personal and social skills - see Figure 1). We foster engagement and personal growth by building skills across a diverse range of learning areas before making individual choices to focus on specific areas of interest. All learning areas use developmentally appropriate learning contexts to embed rigorous preparation for the discipline-specific knowledge, skills and ways of working students will need in their Senior secondary years.

Figure 1

21st century skills

Preparing students for a changing world





RELIGIOUS EDUCATION AT CLAVER

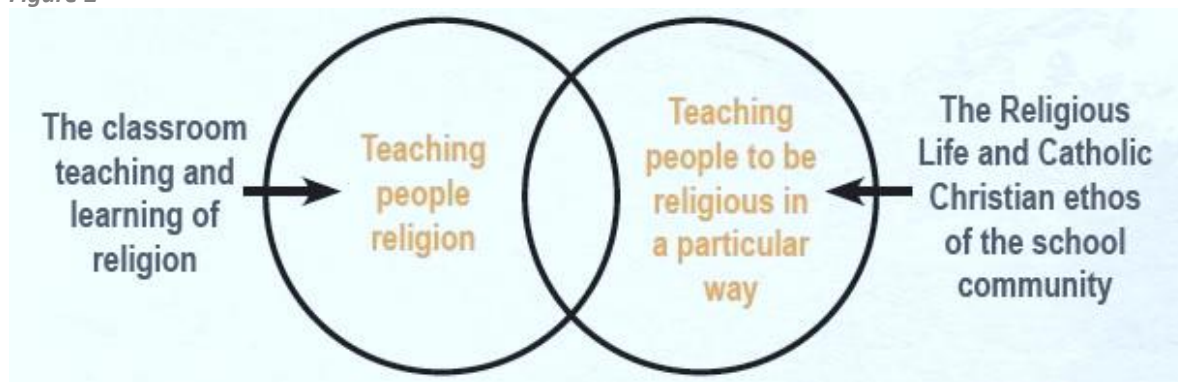
“An education in the fullness of humanity should be the defining feature of Catholic schools.”

Pope Francis

As a Catholic Christian community, we educate all to live the gospel of Jesus Christ as successful, creative, confident, active and informed learners empowered to shape and enrich our world. (BCE 2022). Religion allows students to develop religious literacy in light of the Catholic Christian tradition, so that they might participate critically and authentically in contemporary Australian culture.

At St Peter Claver College, as in all schools and colleges of the Archdiocese of Brisbane, teaching people religion and teaching people to be religious draws upon the Catholic Christian tradition in ways that are mindful of local contexts and the ecumenical and multi-faith realities of contemporary culture (see Figure 2).

Figure 2



At Claver we intentionally develop our curriculum on the foundations of a Catholic theology and philosophy of curriculum. Learning is inextricably linked with living life to the full. It is personal, relational and communal. Learning is visible, active and interactive to create knowledge and meaning. A student-centred approach that is invitational and dialogical, fostering critical reflective thinking underpins the Religious Education program.

CORE CLASSES

Our curriculum is structured so that in Year 7, students' study five main subjects in core classes where they learn to be an effective learning community. Students will have specialist teachers for English, History and Geography, as well as Mathematics and Science. These teachers get to know the students well and understand their learning needs. They meet within their departmental teams and discuss observations on students and available data, such as results in standardised tests to assist them to plan how best to meet the needs of the students in their class. Having a stable core class for 60 percent of lessons enables students to form settled social groups and transition to life in secondary school.

Teachers use a common language of learning with their core classes. This shared expression includes language for explicit instruction (based on Ybarra and Hollingsworth) and the language of responsible thinking (based on perception control theory). It extends to common terminology and formats associated with literacy, numeracy and text types. The aim is to make learning accessible for every student.

The core class works in partnership with parents and caregivers, keeping them informed through email notifications so that they are better able to discuss learning with their child.





CURRICULUM STRUCTURE IN YEAR 7

St Peter Claver College provides a broad range of subjects to develop students' skills and understanding. Years 7 - 10 courses are developed from the Australian Curriculum and provide foundational learning to prepare students for the Queensland Curriculum and Assessment Authority (QCAA) subjects and Vocational Education courses offered at the College in Years 11 and 12.

CORE SUBJECTS

In Year 7, all students study the following core subjects for the full year:

- Religion.
- English.
- Mathematics.
- Science.
- Humanities and Social Sciences (History and Geography).
- Health and Physical Education.

SUBJECT ROTATIONS

In addition to the core subjects above that all Year 7 students study across the full year, they will also complete the following subject rotations:

- **Semester Rotation:**
 - Business and Civics.
 - Japanese.
- **Arts Rotation (one term each):**
 - Dance.
 - Drama.
 - Music.
 - Visual Arts.
- **Technology Rotation (four subjects, one term each):**
 - Design and Technologies - Materials (Fashion).
 - Design and Technologies (Food Specialisations).
 - Design and Technologies - Manufacturing
 - Design and Technologies - Science, Technology, Engineering and Mathematics (STEM).
 - Digital Technologies.





As all Year 7 students will **only be able to study four of the five** available Technology electives, we need all Year 7 families to complete the following online preference nomination form by **Monday 24 November 2025**:

Year 7 2026 - Technology Rotation Preference Nomination



Scan the above QR Code to access the online preference nomination form.

After this date, any students we have not received preference nominations from will be randomly allocated to four Technology rotation subjects for 2026.

While the College will attempt to accommodate your child's preferences as best we can, some students may miss out on one to two of their preferred Technology subjects for 2026 due to timetabling and class size limitations.

Your child's allocation to Technology subjects for 2026 will be confirmed via email before the start of 2026. Once these allocations are confirmed, they will be final.

The College's policy regarding subject changes to Year 7 Technology rotations is that they are only possible if there is a significant pastoral or wellbeing concern identified by the College's Guidance Counsellors or Curriculum Leader - Middle Years Performance and Growth and approved by the Assistant Principal Curriculum.

In addition, Year 7 students will have a Pastoral lesson delivered by their Home Class teacher and also participate in our Sport and Activities program once per fortnight.





	YEAR 7
Learning Area	Semester/Term
English	Full Year
Mathematics	Full Year
Science	Full Year
Religion	Full Year
Humanities and Social Sciences (History, Geography)	Full Year
Health and Physical Education	Full Year
Business and Civics	One Semester (1 or 2)
Japanese	One Semester (1 or 2)
Literacy and Numeracy*	One Unit in Semester 1 or 2, or Full Year
Technology:** • Design and Technologies - Materials (Fashion). • Design and Technologies (Food Specialisations). • Design and Technologies - Manufacturing. • Design and Technologies - Science, Technology, Engineering and Mathematics (STEM). • Digital Technologies.	Term Subject Sampling Rotation (Students will be required to nominate their preferences 1 to 5 for these subjects and will be allocated to four of them for the year).
The Arts: • Dance. • Drama. • Music. • Visual Arts.	Term Subject Sampling Rotation

Notes:

*Identified students may be withdrawn from the Japanese/Business rotations for Literacy and Numeracy support.

All Year 7 students **will study a combination of four of the five Technology subjects across the year-long Technology rotation.





DIGITAL CITIZENSHIP

Students must learn what it is to be a responsible digital citizen. The College seeks to partner with parents/caregivers to provide suitable boundaries for students as they learn to behave appropriately in the virtual world. Social media use, particularly, can damage relationships and offer tempting distractions for teenagers. Many experts recommend that parents/caregivers monitor their child's use of social media and limit access to devices in private spaces and after bedtime.

ESTABLISHING ROUTINES

It is important in these formative years of Secondary Schooling that students develop routines to promote wellbeing and provide the foundations for self-directed learning and academic success. Maintaining a balance of home learning/study, physical activity, and family/social activities along with a healthy diet and plenty of sleep will promote mental and physical health. Having regular family routines can help students organise their time and arrive at school with everything they need for a productive day of learning.

INCLUSIVE EDUCATION

All Catholic schools of the Archdiocese of Brisbane are committed to Inclusive Education and strategic renewal principles and practices that assist students with particular support needs within a whole school curriculum.

The principles of Inclusive Education provide the flexibility to respond to the particular needs of students as required at any given time through a range of effective educational programs based upon:

- The diverse needs of students.
- The centrality of the classroom teacher as the co-ordinator of students teaching and learning needs.
- A knowledge of teaching and learning principles and practices that enable students to access the curriculum.
- Authentic consultation with teachers, students, parents/caregivers and relevant others about the impact of the student's ability to access the curriculum.
- An understanding of the organisational structures and processes required to engage students in learning.

St Peter Claver College has a large Inclusive Education team that includes a Curriculum Leader - Inclusive Education, Support Teachers Inclusive Education, skilled School Officers and Guidance Counsellors. Each professional has key partnership and case management responsibilities. Their roles determine support for teachers, parents/caregivers, consultants and other professionals by fostering a culture that enhances educational outcomes for all students.





PARENT/TEACHER/STUDENT INTERVIEWS AND ACADEMIC MENTORING

To encourage students to take ownership of their learning, students are key participants in our Parent/Teacher/Student interviews which are held twice yearly. Opportunity is provided for students, parents/caregivers and teachers to review the student's learning progress, to peruse the student's work and to set goals and strategies for improvement. The interviews are invaluable in building partnerships between home and school to enhance student learning.

Where required, Parent/Teacher/Student interviews are supported by academic mentoring conversations at the College between students and the Curriculum Leader - Middle Years Performance and Growth. Students are assisted to identify specific learning goals and to develop strategies for improvement. Additional meetings can be requested at any time throughout the year.

HOME LEARNING

Home learning is important, as effective learning requires full engagement with learning at school as well as some focused home learning. Teachers work with students to set a variety of opportunities for home learning. In some cases, this home learning is purely optional. However, there will be some learning tasks that are expected to be completed at home. Home learning enhances learning, provides good habits for Senior years and lifelong learning. It also assists parents/caregivers to understand what their child is learning and to assist in an effective learning partnership.

In Year 7, while most assessment occurs during class time, some assessment is completed at home in order to develop organisational skills for Senior studies. Students learn most effectively when they are engaged and determined. If students find tasks difficult, they are encouraged to persist and if required seek help from teachers and peers (as appropriate). Students need to be organised to meet due dates (seeking extensions in the case of illness or other special circumstances). Success for students develops from effective goal setting and reflection. The following is a rough guide to how long your student should be spending on home learning in the Middle Years at secondary school:

Year Level	Time Per Day	Time for Each Subject Per Week
Year 7	70 minutes	45 minutes
Year 8	80 minutes	60 minutes
Year 9	90 minutes	75 minutes

When set home learning tasks are not completed, teachers discuss the consequences of not learning with the student. The College will communicate via our Claver Academic Tracker (CAT) email system when academic requirements are not being met, as well as when efforts are worth praising.





TEACHER ASSISTANCE AND GRIEVANCES

The most important time to seek teacher assistance is during lessons. If students do not understand, they are encouraged to ask questions and seek clarification. Students need to really focus during classes so that they can gain the most from the expertise of the teacher and other students. If the activities are not helping them to learn, students should let their teacher know by telling them in class or emailing them.

The teacher will provide the student with feedback on how they are progressing. Students are encouraged to use this to improve. If they are unsure about or disagree with the feedback or their results, please discuss concerns with the teacher. If you are still dissatisfied after this discussion, you may discuss the issue with the Curriculum Leader for that subject area (see list below), or the Assistant Principal Curriculum, Shane Tooley.

CURRICULUM LEADERS

- | | |
|---------------------------------|--------------------|
| • Religious Studies | Clare Gilliland |
| • English and Literacy | Alex Daley |
| • Mathematics and Numeracy | Amy Fatialofa |
| • Science | Jason Cripps |
| • Acting Humanities and LOTE | Sarah Cassin |
| • Technology | Michael Weier |
| • The Arts | Charmaine Chambers |
| • Health and Physical Education | Rebecca Vaux |





POLICIES AND PROCEDURES

To access the St Peter Claver College Policy and Procedures and Brisbane Catholic Education Policies click on the links below:

St Peter Claver College Policy and Procedures	Brisbane Catholic Education Policies
• Acceptable Use of Information Technology Policy. • Assessment Policy. • Attendance Policy. • Behaviour Support Plan. • Behaviour Support Policy. • Code of Conduct for Parents and Visitors. • Collection of Artworks Policy. • College Fee Policy. • Electronic Communication Policy. • Extracurricular Activities Support Policy. • Fee Concession Policy. • Hands Off, Bullying and Harassment Policy. • Mobile Devices Policy. • Parental Code of Conduct. • Privacy Notice. • Prohibited Items and Actions. • Social Media Policy. • Sports Representation Policy. • St Peter Claver 2025 CYRMS document for SPC. • Student Acceptable Use of School Technology Resources Policy. • Student Attendance Procedure - St Peter Claver College. • Student Code of Conduct. • Sun Safe Policy. • Uniform Policy 2025.	• Safeguarding Policy. • Student Protection Processes. • Complaints about Non-compliance with BCE Student Protection Processes. • Complaint Form for Reporting Non-compliance with Student Protection Processes. • Training on Volunteer Code of Conduct and Third-Party Safeguarding Requirements. • BCE Code of Conduct. • Code of Conduct for Parents and Visitors. • Acceptable Use Policy. • Enrolment Policy. • Privacy. • Student, Parent and Guardian Complaints Management.





CORE SUBJECTS

RELIGION

What will you do and learn?

In Year 7 Religion, students learn about the beliefs, values and practices of Christian communities, past and present, including early Church communities (c.6 BCE - c. 650CE), communities of religious men and women and Australian Catholic Church communities. They explore cultural and historical influences on these communities and change and continuity over time. They learn about the common beginnings of faith shared by the monotheistic religions (Christianity, Judaism and Islam) through the stories of patriarchs, Moses and the prophets.

They explore ways in which communities of believers, past and present, express their understanding of God and God's relationship with human persons. In particular, they develop their understanding of the Apostles Creed, and the Decalogue. Students explore contextual information about sacred texts, using a range of Biblical tools, to gain a deeper awareness of these texts and how they influence communities of believers. They examine Church teaching and basic principles of Christian morality that influence the way Christians live out their faith, individually and communally.

Students examine ways in which believers nurture their spiritual life through prayer, ritual, the sacraments and sacred texts. They develop their understanding of prayer in the Christian tradition through an exploration of Lectio Divina and Ignatian Meditation. They investigate the relationship between the Sacraments of the Church, the life and ministry of Jesus, and the faith journey and life experiences of believers.

What topics will you study?

Semester 1

- Your Story - Who are you and what do you already know about religion?
- Our Story - Who and what is important to our community. Students learn about Jesus, St Marcellin Champagnat, St Peter Claver, St Mary of the Cross and Mary the mother of Jesus.
- Our Rituals - Students learn about the significance of Ash Wednesday, Lent and the Liturgy of the Eucharist for our Catholic community.
- Our Prayers - Students learn about prayers that are significant to our Catholic community.
- Interpreting the Bible - Students learn how our Catholic community interprets the Bible. Readers must take into account the conditions of the times and cultures of the human authors of the Bible, the literary genres in use at the time and the modes of feeling, speaking and narrating and how that applies to our modern context.
- Introduction to the Abrahamic Religions - Judaism, Christianity and Islam. The traditions, common histories and core beliefs of these world religions.
- What can we learn from the Matriarchs and Patriarchs of the Abrahamic Religions. Students learn about key historical figures in the early days of the Catholic Church.





Semester 2

- Power of Words to do Good - Student learn through an examination of powerful words throughout history, how words can bring about social change and transform society. They explore ways in which communities of believers, past and present, express their understanding of God and God's relationship with people by examining the Decalogue and Apostles Creed. They examine Church teaching and basic principles of Christian morality that influence the way Christians live out their faith individually and communally.
- Sacraments - They explore the Sacraments in the Catholic tradition and examine how these Sacraments nurture the spiritual life of believers.

What assessment will you do?

Semester 1

- Portfolio of Tasks demonstrating religious knowledge and deep understanding and skills.
- Project investigating a Matriarch or Patriarch.

Semester 2

- Project developing a school song using the powerful words of our College motto and mission.
- Investigation examining one of the seven Sacraments in greater detail.

How will Religion make a difference to you?

- Religion enables you to develop skills in communication, teamwork, planning and organisation.
- It enables you to develop your spiritual life through prayer and reflection.
- It teaches you knowledge of religion and how to be religious in a particular way.
- It teaches you to be an empathetic, critical thinker who can engage in respectful dialogue with others.





ENGLISH

What will you do and learn?

The English curriculum is built around three interrelated strands of Language, Literature and Literacy. Students will have opportunities to listen, read, view, speak, write and create to meet the Achievement Standard. You learn to listen to, read, view, speak, write, create and reflect on increasingly complex and sophisticated spoken, written and multimodal texts across a growing range of contexts with accuracy, fluency and purpose. You learn to appreciate, enjoy and use the English language in all its variations and develop a sense of its richness and power.

What topics will you study?

Semester 1

- Creative writing through children's storybooks.

Semester 2

- Persuasive speaking with Harry Potter.
- Poetry.

What assessment will you do?

Semester 1

- Imaginative Written Assignment (Narrative).

Semester 2

- Persuasive Speech - Harry Potter.
- Creative Task - Poetry.

How will English make a difference to you?

The study of English is central to the learning and development of all young Australians. It helps create confident communicators, imaginative thinkers and informed citizens. It is through the study of English that you learn to build relationships with others and with the world around you.

The study of English helps young people develop the knowledge and skills needed for education, training and the workplace. It helps you become ethical, thoughtful, informed and active members of society. English plays an important part in developing the understanding, attitudes and capabilities of those who will take responsibility for Australia's future. Although Australia is a linguistically and culturally diverse country, participation in many aspects of Australian life depends on effective communication in Standard Australian English. In addition, proficiency in English is invaluable globally.





MATHEMATICS

What will you do and learn?

The study of Mathematics is central to the learning, development and prospects of all young Australians. Mathematics provides students with essential mathematical knowledge, skills, procedures and processes in number, algebra, measurement, space, statistics and probability. It develops the numeracy capabilities that all students need in their personal, work and civic lives, and provides the fundamentals on which mathematical specialties and professional applications of mathematics are built (ACARA, 2022).

What topics will you study?

Semester 1

- Prime Factors and Powers, Fractions, Representing Shapes and Statistics.
- Spatial Patterns, Decimals, Integers and Transformations.

Semester 2

- Measurement, Ratios and Solving Equations.
- Probability and Geometric Reasoning.

What assessment will you do?

Semester 1

- Assessment Portfolio Tasks (approximately every 2 - 3 weeks) throughout the semester, to determine competency of Achievement Standards.
- End of Term 2 Exam.

Semester 2

- Term 3 Modelling Task - Ratios and Percentages.
- End of Term 3 Exam.
- End of Term 4 Exam.

How will Mathematics make a difference to you?

Mathematics has its own value and aesthetic, and the Mathematics curriculum develops students' appreciation of the power of mathematical reasoning as they develop mastery of the content in mathematics. It provides students with learning opportunities to develop mathematical proficiency, including a sound understanding of and fluency with the concepts, skills, procedures and processes needed to interpret contexts, choose ways to approach situations using mathematics, and to reason and solve problems arising from these situations. The curriculum clarifies the links between the various aspects of mathematics as well as the relationship between mathematics and other disciplines (ACARA, 2022).





SCIENCE

What will you do and learn?

Science provides a way of answering interesting and important questions about our world. This knowledge has proved to be a reliable basis for action in our personal, social and economic lives. Science is a dynamic, collaborative and creative human endeavour arising from our desire to make sense of our world through exploring the unknown, investigating universal mysteries, making predictions and solving problems.

Science provides opportunities for students to develop an understanding of important science concepts and processes, the practices used to develop scientific knowledge, of science's contribution to our culture and society, and its applications in our lives. The curriculum supports students to develop the scientific knowledge, understanding and skills to make informed decisions about local, national and global issues and to participate, if they so wish, in science-related careers.

Students will study how organisms differ and the dichotomous keys which are used to classify them; food chains within ecosystems and how they can be affected; the Earth, Sun and Moon and the predictable phenomena these create for example seasons and tides; the difference between pure substances and mixtures and how mixtures are able to be separated back into pure substances; separation techniques which separate suspensions, soluble solutions and solids will be investigated; the Earth's resources and identify the resources which are renewable and compare these to those resources which are non-renewable; how to analyse the water cycle, learning specifically about how water cycles throughout the Earth and the factors which can affect this cycle.

What topics will you study?

Semester 1

- Introduction to Year 7 Science.
- Safety in a Laboratory.
- Food Chains.
- Food Webs.
- Classification Processes.
- Biodiversity.
- Forces.

Semester 2

- Pure Substance and Mixtures.
- Separation of Mixtures.
- States of Matter.
- Heat Energy.
- Heat in Everyday Life.
- Conduction, Convection and Radiation.
- Heat and the Particle Model.
- Our Place in Space.
- Scientific Writing.





What assessment will you do?

Semester 1

- Research Task (Formative in Term 1).
- Practical Report.

Semester 2

- Term 3 Exam: Mixtures and States of Matter.
- Term 4 Exam: Solar System, Earth, Sun and Moon.

How will Science make a difference to you?

- The study of Science provides students with a means of enhancing their understanding of the world around them and a way of achieving useful knowledge and skills.
- Students can experience the joy of scientific discovery and nurture their natural curiosity about the world around them. In doing this, they develop critical and creative thinking skills and challenge themselves to identify questions and draw evidence-based conclusions using scientific methods.
- It adds to and redefines the development of students' scientific literacy.
- It provides students with the capability to investigate the natural world and changes made to it through human activity.





HUMANITIES AND SOCIAL SCIENCES (HASS)

GEOGRAPHY

What will you do and learn?

Geography empowers students to shape change for a socially just and sustainable future. Geography inspires curiosity and wonder about the diversity of the world's places, peoples, cultures and environments. Through a structured way of exploring, analysing and understanding the characteristics of the places that make up our world, Geography enables students to question why the world is the way it is, and reflect on their relationships with and responsibilities for that world.

Geography teaches students to respond to questions in a geographically distinctive way; plan inquiries; collect, evaluate, analyse and interpret information; and suggest responses to what they have learnt. Geography provides students with opportunities to develop a wide range of general skills, capabilities and dispositions that can be applied in everyday life and at work. The subject helps students to develop information and communication technology skills; an appreciation and respect for social, cultural and religious diversity and different perspectives; an understanding of ethical research principles; a capacity for teamwork; and an ability to solve problems and to think critically and creatively. Geography helps students to be regional and global citizens capable of active and ethical participation.

What topics will you study?

- Place and Liveability.
- The Water Cycle.

What assessment will you do?

- Liveability Report.
- Reliable Water Supply Strategies and Evaluation.

How will Geography make a difference to you?

- We now live in the global village and geography gives you knowledge and understanding of why the world is like it is.
- Geography inspires curiosity and wonder about the diversity of the world's places, peoples, cultures and environments.
- Geography provides students with opportunities to develop a wide range of general skills, capabilities and outlook that can be applied in everyday life and at work.
- Geography helps students to be regional and global citizens capable of active and responsible participation in the global village.





HISTORY

What will you do and learn?

The Year 7 curriculum provides a study of history from the time of the earliest human communities to the end of the ancient period, approximately 60,000 years ago - c.650 (CE), and a study of early First Nations Peoples of Australia. It was a period defined by the development of cultural practices and organised societies. The study of the ancient world includes the discoveries (the remains of the past and what we know) and the mysteries (what we do not know) about this period of history, in a range of societies from places including Egypt, Greece, Rome, India and China.

An overview of the study of the ancient world's earliest societies requires students to develop a broad understanding of the context and chronology of the period, the patterns of historical continuity and change over time, and related historical themes. This includes understanding the archaeological and historical terms used to describe different periods of time, and the ways different cultures, including First Nations Australians, identify and represent time.

In Year 7, students are expected to study the sub-strand Deep Time History of Australia and at least one of the topics from the ancient world sub-strand. The ancient world sub-strand topics are Greece, Rome, Egypt, India and China.

What topics will you study?

- Australia's Deep Time History.
- The Ancient World: Egypt.

What assessment will you do?

- Portfolio of tasks requiring students to demonstrate their knowledge of the histories of First Nations Peoples of Australia.
- Investigation Project.

How will History make a difference to you?

History aims to ensure that students develop:

- Interest in, and enjoyment of, historical study for lifelong learning and work, including their capacity and willingness to be informed and active citizens.
- Knowledge, understanding and appreciation of the past and the forces that shape civilisations, societies and environments, including Western civilisation, Australian First Nations Peoples' early societies, and Australian and Asian societies.
- The understanding and use of the historical concepts of evidence, perspectives, interpretations and contestability, continuity and change, cause and effect, and significance.
- Capacity to undertake historical inquiry, including skills for questioning and research, using historical sources, historical perspectives and interpretations, and communicating a historical explanation.





OTHER CORE SUBJECTS

Students also study **Business and Civics**, **Health and Physical Education** and **Japanese** as part of their set studies, but these are not necessarily with the same class group as the core subjects. It is beneficial for students to become more familiar with working in a range of class groupings in preparation for Year 8.

BUSINESS AND CIVICS

What will you do and learn?

Business looks at the topics of individuals, businesses and entrepreneurs within a personal, community and national context. This topic looks at business concepts, including the nature and purpose of informed and responsible decision making by individuals and businesses, with attention to the allocation of limited resources to meet unlimited needs and wants. This topic also outlines types of businesses, how entrepreneurial characteristics contribute to business success, and the ways work is undertaken.

In Civics, you will cover topics around Australia's systems of government and the justice system. You will study the principal and features of the Australian legal system and explain the characteristics of Australian democracy. This subject introduces students to the nature of Australian society, its cultural and religious diversity, and identify the values that support cohesion in Australian society.

What topics will you study?

- Wants vs needs, types of businesses, rights and responsibilities of businesses and entrepreneurial characteristics.
- Government and democracy, laws and citizens and citizenship, diversity and identity.

What assessment will you do?

- Portfolio of tasks requiring students to demonstrate their knowledge of Business and Civics concepts.

How will Business and Civics make a difference to you?

Studying Business allows us to look at why businesses exist and to recognise the different types of business that exist. We all have an important role in the world of business - as entrepreneurs, workers and consumers, with our own rights and responsibilities. In this topic, you will develop the skills of questioning and research, interpreting and analysing, evaluating, concluding and decision making and communicating.

Studying Civics helps you understand how our society is run and how the legal system works. Students will look at contemporary civic issues and identify perspectives and challenges related to political, legal or civic issues. Civics may also be necessary for your chosen future career.





HEALTH AND PHYSICAL EDUCATION

What will you do and learn?

Health and physical activity is central to maintaining health, providing avenues for social interaction, developing self-worth and promoting community involvement. In Health and Physical Education, physical activity serves as both a source of content and the medium for learning. Learning is based on engagement in physical activity with students involved in closely integrated learning experiences explored through the study of selected physical activities.

What topics will you study?

Semester 1

- Safety.
- Risks and Hazards.
- Sun, Water, Transportation and Cyber Safety.
- Identity.
- Respectful Relationships.
- Leadership.
- Indigenous Games.

Semester 2

- Fitness.
- Influences on Health.
- Basic First Aid.
- Modified Games.
- Fitness Testing and Training.
- Nutrients and Nutrition.
- Australian Guidelines and Food Groups.
- Meal Planning.
- Food Labels.
- Influences of Food Choices.
- Cultural Diets.

What assessment will you do?

Semester 1

- Ongoing Folio of Evidence.
- Practical Application of Physical Skills.

Semester 2

- Assignment - Multimodal Presentation and Script.
- Personal Reflection.
- Practical Application of Physical Skills.

How will Health and Physical Education make a difference to you?

In Health and Physical Education, students develop the skills, knowledge and understanding to strengthen their sense of self and build and manage satisfying, respectful relationships. They learn to build on personal and community strengths and resources to enhance safety and wellbeing. They evaluate and challenge norms and stereotypes. Students learn to navigate a range of health-related sources, services and organisations. The development of physical movement skills and concepts enable students to participate in a range of physical activities. The participation in physical activity allows students to develop an understanding how the body moves and develops positive attitudes towards participation in physical activity.





JAPANESE

What will you do and learn?

Traditional models of language study have typically focused on grammar, rules of syntax and rote learning. However, as crucial as these elements are, the study of Japanese, especially at St Peter Claver College is far more encompassing and embraces many new developments in language education.

Students study the structure of language, are encouraged to develop communicative competence and 'try out' their skills in a range of real life contexts. For example, throughout the course, students are provided with opportunities to partake in role plays and interact with native speakers.

In addition to the above, the latest research in language learning strongly suggests that learning a second language assists students to learn other languages and prepares them for negotiating their way in a changing world where trans-lingual communication is increasingly important. Already, Kanji is the main script used on the internet.

What topics will you study?

- All About Me: Self-Introduction.
- Me and My Interests.

What assessment will you do?

- Poster.
- Speaking Tasks.

How will Japanese make a difference to you?

- You will learn about Australia's important relationship with its Asian neighbours. This relationship includes trade, cultural exchanges, study tours and tourism.
- Japanese is very useful for entry into a variety of university courses. The Government's emphasis on becoming more 'Asia literate' means that St Peter Claver students have a distinct advantage.
- Your job prospects will be enhanced. Many employers recognize the importance of language and culture studies. Employment opportunities include mining, education, tourism, positions in trading companies and language translation.

LITERACY/NUMERACY

Some students will be required to participate in **Literacy/Numeracy** intervention classes across the year. Students reading levels are assessed, and these results are used in combination with their Primary School results to allocate them to targeted Literacy/Numeracy classes in Year 7.

Literacy/Numeracy is an intervention program designed to rapidly raise students' literacy and numeracy levels to a sufficient standard for them to succeed in Secondary School. Students who are assessed as requiring Literacy/Numeracy intervention across the year will be provided with this specific support in consultation with their Case Manager and Parent/Caregiver.





SUBJECT SAMPLING ROTATIONS - TECHNOLOGIES

DESIGN AND TECHNOLOGIES - MATERIALS (FASHION)

What will you do and learn?

Design and Technologies - Materials (Fashion) is suited to all students who wish to investigate and explore textiles and use design skills to produce useable textile items. Students considering a career in the fashion industry should consider selecting this subject.

What topics will you study?

- Basic Materials Skills, including Hand Sewing and Machine Sewing.
- Fuse Beading and Material Customisation.

What assessment will you do?

- Process Journal.
- Written Exam.
- Project.

How will Design and Technologies - Materials (Fashion) make a difference to you?

Fashion enables students to develop knowledge, understanding and skills to be creative, explore functional and aesthetic aspects of textiles and produce textile items. Students learn how to identify and use a variety of sewing equipment items safely, thread and operate a sewing machine and use it to produce an applied textile item. Students will also justify their selection of textile materials and evaluate their task performance and final textile product.

Other Relevant Information

Students who wish to study this subject are required to comply with specific WH&S policies relevant to the subject. This may include policies on personal hygiene, specific Personal Protective Equipment (PPE) for the workspace and/or uniform requirements.





DESIGN AND TECHNOLOGIES (FOOD SPECIALISATIONS)

What will you do and learn?

Design and Technologies (Food Specialisations) is a hands-on course that teaches real-world skills and knowledge. Students will establish and care for the College kitchen garden. They will use the fresh produce they grow to design, prepare, cook and assemble meals that are innovative and solve design issues. Students will also explore the 'Paddock to Plate' concept by participating in a number of virtual excursions and weekly practical cooking sessions. A large proportion of the course is practical based, and students learn by doing.

What topics will you study?

- Kitchen Basics.
- Buddha Bowl Creation.

What assessment will you do?

- Written Exam.
- Process Journal.
- Practical Cookery.

How will Design and Technologies (Food Specialisations) make a difference to you?

Design and Technologies (Food Specialisations) allows students to become familiar with and develop their understanding of the design process in a fun interactive manner. Students will investigate, design, plan, manage, create and evaluate design solutions. The practical nature of the course allows for the progressive development of practical skills which form a foundation for future study in this area.

Other Relevant Information

Students who wish to study this subject are required to comply with specific WH&S policies relevant to the subject. This may include policies on personal hygiene, specific Personal Protective Equipment (PPE) for the workspace and/or uniform requirements.





DESIGN AND TECHNOLOGIES - MANUFACTURING

What will you do and learn?

Design and Technologies - Manufacturing is suited to students who enjoy a practical workshop/design space environment. The course teaches students a problem-solving methodology using a design thinking process. It is predominantly a hands-on course. The solutions students create vary from a graphical response to a physical prototype.

What topics will you study?

- Safety in the Workshop and with Machines/Equipment.
- The Design Process.
- Sketching and Iteration Skills.
- Construction Techniques.
- Finishing Techniques.
- Ability to Critically Evaluate a Project.

What assessment will you do?

- Research Task and Mood Board Project.
- Written Project Journal.
- Practical Project.

How will Design and Technologies - Manufacturing make a difference to you?

The skills required to respond to a given problem are taught and refined throughout the course. Students will spend time learning how to investigate problems, communicate ideas via sketches and computer models, and in some instances produce a prototype using wood, metal or plastics.

This course is a shift away from the traditional manual arts type of learning. It is a course intended to prepare students for situations where they can respond to problems with practical solutions that make sense. The learning in this course will help students in their ability to communicate their solution to the given audience.

Other Relevant Information

Students who wish to study this subject are required to comply with specific WH&S policies relevant to the subject. This may include policies on personal hygiene, specific PPE for the workspace and/or uniform requirements.





DESIGN AND TECHNOLOGIES - SCIENCE, TECHNOLOGY, ENGINEERING AND MATHEMATICS (STEM)

What will you do and learn?

Design and Technologies - Science, Technology, Engineering and Mathematics (STEM) is a growing field. The STEM subject will focus on a project-based approach to problem solving. Students will be tackling new and challenging problems in an inventive way. The STEM curriculum is developed to enhance students' ability to identify problems and barriers, innovate new and exciting solutions and develop designs and drafts before finally piecing together a finished product.

The purpose of this approach is to reflect the scientific and engineering methods used to solve real world problems. Not every problem has one solution, and students will realise this as they work both independently and collaboratively with one another to develop unique solutions to the problems presented to them.

What topics will you study?

- Inquiry process.
- Product development using STEM.
- Problem solving using STEM.

What assessment will you do?

STEM will be a one term elective subject within the Technologies space. During this term students will develop a working solution to a specific 'client-story', rather, a problem that needs a solution.

This will take place as an ongoing project, with evidence collected as a portfolio. Students will need to:

- Define the problem.
- Seek clarity (through research and questioning).
- Imagine their ideas.
- Prototyping the initial thoughts.
- Testing.
- Improving.
- Finalise their solutions.

This will all take place in the form of an extended project spanning across the term, with each lesson building on a portfolio of work and progress. Teacher guidance and support will be provided and allow all students to develop a deeper understanding with a very hands-on approach to problem solving.

How will Design and Technologies - STEM make a difference to you?

STEM education enables students to develop solutions to complex problems and provides them with literacies and capabilities that will help them succeed in a world of technological change. As future innovators, educators, researchers and leaders, it is important that students develop the skills required to compete on a global scale.

Other Relevant Information

Students who wish to study this subject are required to comply with specific WH&S policies relevant to the subject.





DIGITAL TECHNOLOGIES

What will you do and learn?

Some of you may have done some Digital Technology learning in Primary School where you were introduced to the concept of coding. Coding just means preparing instructions on what you want a program inside a computer to do. Coding can be fun and is the way we build apps and all sorts of digital processes we use every day.

The Digital Technologies course gives you the opportunity to develop your coding skills using Blockly and Scratch visual programming languages. With Scratch, you can code your own interactive stories, games and animations – and share your creations with others in the online community.

You will learn about other important process skills related to coding such as designing flowchart algorithms and evaluating final solutions. You will also take a deep look at how numbers, text and image data is stored as binary code inside computer programs.

What topics will you study?

- Basics of Binary.
- Block Coding.
- Algorithms.
- Animation.
- Virtual Reality.

What assessment will you do?

- Theory Exam.
- Animation Project.
- Project Evaluation.

How will Digital Technologies make a difference to you?

Digital Technologies will help you to learn to think creatively, reason systematically and work collaboratively - essential skills for life in the 21st Century. You will develop a range of thinking skills that can be applied to many of your subjects.

The ability to code computer programs is an important part of literacy in today's society. When people learn to code, they learn important strategies for solving problems, designing projects and communicating ideas. Learning to code will equip you for a future where digital technologies will drive nearly every aspect of daily life.





SUBJECT SAMPLING ROTATIONS - THE ARTS

DANCE

What will you do and learn?

Dance is an exciting, creative and dynamic performing art. It uses the body as a means of expression to convey meaning to an audience. It involves the communication of experiences, ideas and stories through movement. Classes often involve performing and creating dance in groups, viewing dance performances, a mix of practical and theory content and a lot of fun.

In Year 7 Dance you will study **Popular Dance**, developing performance skills and useful technical skills, as well as theoretical elements of dance. In this introductory Dance unit, students explore the elements of dance through a combination of responding and making (choreography and performance) tasks. With a focus on popular dance, students learn the fundamental skills of Hip Hop and investigate the key characteristics of different dance styles.

What topics will you study?

- Popular Dance.

What assessment will you do?

- Making - Performance Task.
- Responding - Short Response Exam.

How will Dance make a difference to you?

Through Dance you will develop critical and creative thinking skills and gain confidence through self-expression, acceptance and teamwork. Literacy is embedded in the Dance curriculum and is an important contributor to developing reading and writing skills. Claver Dance has an engaging curriculum supported by a highly successful co-curricular program. Selecting Dance as a subject will teach you teamwork and leadership skills, perseverance and collaboration in a supportive and fun environment.





DRAMA

What will you do and learn?

Drama is a fun, creative and active performing art. It uses the body and the voice as a means of expression to communicate meaning to an audience. It involves the representation and re-enactment of experiences, ideas and stories. Classes often involve game play, fast paced and exciting experiences, a mix of practical and theory content and a lot of laughter.

In Year 7 students will study the Theatre Toolkit Drama unit. This introductory unit explores the elements of drama through a combination of responding and performing (student devised work and scripted drama). Students work in a range of styles and learn the basics of the Dramatic Arts.

What topics will you study?

- Theatre Toolkit.
- Performance Skills.
- Storytelling and Narrative Structure.
- Devising Skills.

What assessment will you do?

- Folio Assessment:
- Freeze frames.
- Scripted Performance.
- Group Devised Performance.

How will Drama make a difference to you?

Through Drama, you will gain higher levels of confidence and self-expression and gain technical skills that aid you throughout your life - from presenting better in English orals now, to nailing job interviews in the future. Literacy is enhanced by studying Drama and creativity is nurtured and developed. Claver Drama students have frequently been College captains and leaders and show heart and empathy, coupled with confidence and drive. Selecting Drama as a subject will teach you emotional intelligence, quick creative thinking, empathy, collaboration, improvisation and literacy.





MUSIC

What will you do and learn?

Music is a fun, creative and active performing art. Musicians use instruments, or their own bodies and voices, to create and perform music that is designed to excite, entertain and engage. Classes involve a mixture of practical work, playing instruments and learning how to produce music from them; as well as some music analysis, which assists with understanding how music works.

In Year 7 Music students will study a unit titled **Originals vs Covers**. This introductory unit explores the elements of music through a focus on contemporary songs. Students will engage with the fundamental skills of music through Responding, Creating and Performing. This unit challenges students to think critically, be innovative and creatively use oral and written communication skills and be productive users of technology.

What topics will you study?

- Song Structures.
- Chords and Scales.
- The Elements of Music.
- How to Practice Individually.
- How to Play in a Band - Ensemble Rehearsal.

What assessment will you do?

- Performing.
- Composing.
- Responding.

How will Music make a difference to you?

Through Music you will get new skills of critical and creative thinking. Music is an excellent way to express yourself and to share some of your thoughts, ideas, feelings and stories. As a subject Music enhances your work in other areas, including growing your confidence and developing your literacy and numeracy. Scientific research has proven that if you achieve high results in Music or dedicate yourself to learning an instrument, you will tend to have higher levels of achievement in all your other areas of schooling. Choosing Music will give you opportunities to perform, to grow and to be creative.





VISUAL ARTS

What will you do and learn?

In Year 7, students will imagine new possibilities, be inventive with materials and re-think artworks. To begin each artwork, an artist, artwork, or art movement will be explored. Students then 're-imagine' a bolder more vibrant version of this artwork or style of artwork. During the unit, sculptures, paintings, drawings and large-scale collaborative artworks will be made. Media will be playfully explored allowing the young artist to develop creative skills, their own ideas and gain the confidence to make creative decisions.

Students are assessed on their artworks; they complete written analysis and interpretation tasks and they work on a Visual Diary which shows their planning, small practical tasks, research and experimentation. Opportunities are also provided for students to exhibit their artworks in the College Art Gallery and at various exhibitions across the year. This is a fast-paced, hands-on and energetic class designed to keep young artists engaged and inspired.

What topics will you study?

- Elements of Visual Art.
- Painting and Sculpture.

What assessment will you do?

- Assessment 1: Pattern Tiwi Artwork.
- Assessment 2: Sugar Skull and Visual Diary.
- Assessment 3: Artwork Evaluation.

How will Visual Arts make a difference to you?

Studying Visual Arts provides the opportunity to develop creative thinking, problem-solving skills and the capacity to successfully work in teams. Students learn to understand artworks, improve literacy skills, extend their thinking and develop informed opinions. A natural sense of curiosity is encouraged and students develop the skills to make sense of what they see and experience. In Year 7, Visual Arts allows students to express themselves, stretch their imaginations and create artworks they will be proud of. This course equips students with the necessary creative skills to continue on into Year 8 Visual Arts.



