

Term 1

2023 – Year 7 Scope & Sequence

Faculty:

HUBS

Subject:

Year: 7

QUEST

Bootsamp: "How do we survey our past to uncover our future?" Polect 1: "What makes us a varrior" Content Focus: HSIE Mandatory Deph Study 1- Investigating tha Ancient. Aboriginal dreaming. Descriptive writing. Picture Bootsamp Study 1- The Asim World: China. Film Study 1- China. Film S	1	2	3	4	5	6	7	8	9	10			
Ancient: Aboriginal dreaming. Descriptive writing. Picture Book Outcomes: Past: HT-1, HT-2, BT-6, BT-9, HT-49, HT-49, HT-40, HT-4, EN-4-5C, EN-4-2C, EN-4-2C, EN-4-2C, EN-4-8D, EN-4-9E Subject: Specific Skill: Subject: Specific	Bootcamp: "Ho	w do we survey o	our past to uncov	er our future?"	Project 1: "What makes us a warrior"								
Subject Specific Skills: Subject S	Content Focus: HSIE Mandatory Depth Study 1 – Investigating the				Content Focus	Content Focus: Depth Study 3 – The Asian World: China. Film Study							
ENCLIP: HV:1-10, ENC-4C, EN4-8D History discrete from a compact. School discrete	Ancient. Aborig	inal dreaming. Do	escriptive writing	g. Picture Books	Outcomes: HT	4-1, HT4-2, HT4-3,	HT4-6, HT4-9, HT4-	10, EN4-5C , EN4-2	A, EN4-6C, EN4-8D	, EN4-9E			
Subject Specific Skills: Market Specific Skills: Market Spe	Outcomes: Past	:: HT4-1, HT4-5, HT	4-6, HT4-8, HT4-9,	HT4-10.	Subject Specif	ic Skills:							
Subject Spectra Skills: Multise Skills:	ENGLISH: EN4-14	A, EN4-6C, EN4-8D				rehension: chronology, t	terms and concepts: Read	d and understand histori	cal texts. Sequence histo	rical events and periods. Use historical terms			
Hist Substance Communication controls and concepts: Read and understand histarical rests. Sequence historical terms and concepts. Perspectives and interpretations: identify and describe different perspectives of participants in a particular historical angle of sources steets of the part. Perspectives and interpretations: identify and describe different perspectives of participants in a particular historical angle of sources. Perspectives and interpretations: identify and describe different perspectives of participants in a particular historical angle of sources. Perspectives and interpretations: identify and describe different perspectives of participants in a particular historical angle of sources. Perspectives and interpretations: identify and describe different perspectives of participants in a particular historical angle of sources. Perspectives and a monitorical perspective. Perspectives and interpretations: identify and describe different perspectives of participants in a particular historical angle of communication forms (oral, graphic, written and digital to communicate different perspective. Perspectives and sources. Persp	Subject Specific	c Skills:			'	sources: Locate select a	nd use information from (a range of sources as evi	dence Draw conclusion	about the usefulness of sources			
Analysis and use of Sources identify the origin and purpose of primary and secondary sources. Research: As a range of guestions about the usefulnes of sources. Research: As a range of guestions about the usefulnes of sources. Research: As a range of guestions about the usefulnes of sources. Research: As a range of guestions about the usefulnes of sources. Research: As a range of guestions about the usefulnes of sources. Research: As a range of guestions about the usefulnes of sources. Research: As a range of guestions about the usefulnes of sources. Research: As a range of guestions about the usefulnes of sources. Research: As a range of guestions about the usefulnes of sources. Research: As a range of guestions about the usefulnes of sources. Research: As a range of guestions about the usefulnes of sources. Research: As a range of guestions about the usefulnes of sources. Research: As a range of guestions about the usefulnes of sources. Research: As a range of guestions about the usefulnes of sources. Research: As a range of guestions about the usefulnes of sources. Research: As a range of guestions about the usefulnes of sources. Research: As a range of guestions about the usefulnes of sources. Research: As a range of guestions about the usefulnes of sources. Research: As a range of guestions about the usefulnes of sources. Research: As a range of guestions about the usefulnes of sources. Research: As a range of guestions about the usefulnes of sources. Research: As a range of guestions about the usefulnes of sources. Research: As a range of guestions about the usefulnes of sources. Research: As a range of guestions about the		• • •	•										
Draw conclusions about the usefulness of sources. Perspectives and interpretations: a flexibility of quarkets interpretations and distribution of the sources is leaded on the souresources is leaded on the sources is leaded on							•	• •					
Perspectives and interpretations: identify and describe different perspectives of participants in porticular historical context. use a range of communicate of purspective, comprehension, analysis of sources, research Research: Ask a range of questions about the past to inform historical inquiry. Identify and digital to communicate of relevant source sum (2T and advist). use a range of communication forms (ara), written and digital to communicate of purspective, comprehension, analysis of sources, research and digital to communicate effectively about the past. use a range of communication forms (ara), written and digital to communicate of purspective, comprehension, analysis of sources, research and digital to communicate effectively about the past. use a range of composes texts for understanding, interpretation, critical analysis, imaginative expression and pleasure. Shape and Make Meaning Uses and effective language forms, features and structures of text. feature and adjust to communicate effectively about the past. Interpretation, critical analysis, imaginative expression and pleasure. Shape and Make Meaning Uses and describes language forms, features and structures of text. Shape and Make Meaning with accuracy, clerity and adjust to texts. Interpretation, and digital text requirements: Print text, Film: Kung Fao Band, with text. English mode requirements: Reading, representing English node requirements: Print text, film: Kung Fao Band, selection in films (ara), selective and adjust texts, filter appropriate to a range of purpose, audiences and contexts. Literacy: Summarising, , main idea, text				una seconada y sources.						-			
Research: Ask a range of questions about the past to inform historical inquiry. identify and locate a range of prevantsource: using ICT and other methods. English Skills: Communication forms (arcl, written and digital) to communicate effectively about the past. History Concept/S: English Skills: Communicate effectively about the past. English Skills: Communicate affectively about the past. History Concept/S: English Skills: Communicate effectively about the past. English Skills: Communicate about the past. English Skills: Communicate effectively about the past. English Skills: Communicate effectively about the past. History Concept/S: English Skills: Communicate effectively about the past. English Skills: Communicate esponds to and composes texts for understanding, interpretation, critical analysis, inaginative expression and pleasure. Shape and Make Meaning Uses and describes inaguage forms features and structures of text, appropriate to a range of purposes, audiences and contexts. Makes offective language choices to creatively shape meaning with accuracy, clarity and coherence. English toxet requirements: Finit text, fullered uses, flective and aduge the text, flecting and digital texts, flection, Aboriginal texts, picture book, poetry English mode requirements: Finit text, fullered uses, flective language choices to creatively thereacy: Vacabulary, SST, Visual Literacy, Theme Position, inference Numeracy: Timelines, number sense ASSESSMENT Curation of ancient artifacts. Part 8: ancient Artwork Week 10 ENA-SC, ENA-6C, HT4-1, HT4- HT4-9, HT4-10 Part 8: ancient A		• • • • • • • • • • • • • • • • • • • •	describe different persp	ectives of participants in									
lacate a range of relevant sources using ICT and other methods. Explanation and Communicaties Select and use a range of communication forms (oral, writter History solidy History concept/s: English Skills: Communicate effectively about the post. History concept/s: English Skills: Communicate effectively about the post. History concept/s: English Skills: Communicate expression and pleasure. Shope and Make Meaning Uses and describes language forms, fordus writter appropriate to a range of purpose, audiences and contexts. Makes effective language choices to creatively shape meaning writter English text requirements: Print text, Finiter explination of Asian texts, intercultural experiences, non-fiction texts English mode requirements: Print text, Finiter explination accuracy, clinity and coherence. English next requirements: Print text, Finiter explination of Asian texts, intercultural experiences, non-fiction texts English next requirements: Print text, Finiter explination of Asian texts, intercultural experiences, non-fiction texts English next requirements: Print text, multimedia and digital texts, fiction, Aboriginal texts, picture book, poetry English Textual Concepts: Perspective, genre, narrative Acs: Creativity, critical thinking Literacy: Creativity, critical thinking Literacy: Creativity, critical thinking Curation of ancient artifacts. Part 8: ancient Artwork Week 6 EN4-5C, EN4-5C, HT4-1, HT4-HT4-9, HT4-10 Part 8: ancient Athwork Week 1 EN4-5C, EN4-5C, HT4-2, HT4-10 Part 1: ancient Chinese prophecy Term 2 Week 1 EN4-5C, EN4-5C, HT4-9, HT4-10			past to inform historical	inauiry. Identify and	History concept/s: P	Perspective, comprehens	ion, analysis of sources, r	esearch					
Explanation and Communication: Select and use a range of pormanication forms (ardi, written and aligned) to communicate effectively about the past. Shape and Make Meaning Uses and describes language forms, features and structures of ext appropriate to a range of purposes, audiences and contexts. Makes effective language choices to creatively shape meaning with accuracy, clarity and coherence. English Skills: Communicate Responds to and composes texts for understanding, interpretation, critical analysis, imaginative expression and pleasure. Shape and Make Meaning Uses and describes language forms, features and structures of ext requirements: Print text, Film- Kung Foo Panda, a selection of Asian texts, intercultural experiences, non-fiction texts English Skills: Communicate Responds to and composes texts for understanding, interpretation, critical analysis, imaginative expression and pleasure. Shape and Make Meaning Uses and describes language forms, features and structures of ext requirements: Print text, Film- Kung Foo Panda, a selection of Asian texts, intercultural experiences, non-fiction texts English text requirements: Print Texts, multimedia and digital texts, fiction, Aboriginal texts, fiction and and experiments: Print Texts, multimedia and tigital texts, fiction, Aboriginal texts, fiction, aborigi	locate a range of relev	ant sources using ICT an	d other methods.		English Skills: Comm	nunicate Responds to an	d composes texts for und	erstanding, interpretatio	on, critical analysis, imag	inative expression and pleasure.			
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to creatively shape meaning with accuracy, clarity and coherence. Literacy: English text requirements: Print Texts, multimedia and digital texts, fiction, Aboriginal texts, picture book, poetry Literacy: SUST, Visual Literacy, Theme Position, inference Paglish Textual Concepts: Perspective, genre, narrative Acs: Creativity, critical thinking Literacy: Summarising, , main idea, text structure Numeracy: Timelines, number sense AcstessSMENT Curation of ancient artifacts. Part A: ancient Artwork Week 6 EN4-5C, EN4-6C, HT4-1, HT4- HT4-9, HT4-10 Part B: warrior replicate Week 10 EN4-5C, EN4-6C, HT4-3, HT4-10 Part C: ancient Chinese prophecy Term 2 Week 1 EN4-5C, EN4-6C, HT4-9, HT4-10 Ht4-10		-			4Cs: Critical thin	4Cs: Critical thinking, creativity							
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4Cs: Creativity, critical thinking Literacy: Summarising, , main idea, text structure Numeracy: Timelines, number sense ASSESSMENT Curation of ancient artifacts. Part A: ancient Artwork Week 6 EN4-5C, EN4-6C, HT4-1, HT4- HT4-9, HT4-10 Part B: warrior replicate Week 10 EN4-5C, EN4-6C, HT4-3, HT4-10 Part C: ancient Chinese prophecy Term 2 Week 1 EN4-5C, EN4-6C, HT4-9, HT4-10	0	0, 1	0										
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Numeracy: Timelines, number sense ASSESSMENT Curation of ancient artifacts. Part A: ancient Artwork Week 6 EN4-5C, EN4-6C, HT4-1, HT4- HT4-9, HT4-10 Part B: warrior replicate Week 10 EN4-5C, EN4-6C, HT4-3, HT4-10 Part C: ancient Chinese prophecy Term 2 Week 1 EN4-5C, EN4-6C, HT4-9, HT4-10	4Cs: Creativity, c	ritical thinking											
ASSESSMENT Curation of ancient artifacts. Part A: ancient Artwork Week 6 EN4-5C, EN4-6C, HT4-1, HT4- HT4-9, HT4-10 Part B: warrior replicate Week 10 EN4-5C, EN4-6C, HT4-3, HT4-10 Part C: ancient Chinese prophecy Term 2 Week 1 EN4-5C, EN4-6C, HT4-9, HT4-10	-												
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Part A: ancient Artwork Week 6 EN4-5C, EN4-6C, HT4-1, HT4- HT4-9, HT4-10 Part B: warrior replicate Week 10 EN4-5C, EN4-6C, HT4-3, HT4-10 Part C: ancient Chinese prophecy Term 2 Week 1 EN4-5C, EN4-6C, HT4-9, HT4-10	ASSESSMENT												
Part B: warrior replicate Week 10 EN4-5C, EN4-6C, HT4-3, HT4-10 Part C: ancient Chinese prophecy Term 2 Week 1 EN4-5C, EN4-6C, HT4-9, HT4-10	Curation of ancie	nt artifacts.											
Part C: ancient Chinese prophecy Term 2 Week 1 EN4-5C, EN4-6C, HT4-9, HT4-10					-10								
			, ,	,									
Legacy: Artefact Exhibition		,	rm 2 Week 1 EN4-5	5C, EN4-6C, HT4-9, I	HT4-10								
	Legacy: Artefact	Exhibition											

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Project 1: "Why do ancient Chinese artefacts translate	Project 2: [TBA]
into modern texts?"	Content Focus: Landscapes and Landforms, Water in the World. Novel Study and a selection of informative and visual texts
Content Focus: Depth Study 3 – The Asian World: China.	Outcomes: GE4-1, GE4-2, GE4-3, GE4-4, GE4-5, GE4-7, GE4-8, EN4-1A, EN4-2A, EN4-3B, EN4-5C, EN4-7D,
Film Study.	Subject Specific Skills:
Outcomes: HT4-2, HT4-3, HT4-6, HT4-9, HT4-10, HT4-1, EN4-5C, EN4-2A, EN4-6C, EN4-8D, EN4-9E Subject Specific Skills: History Skills: Comprehension: chronology, terms and concepts: Read and understand historical texts. Sequence historical events and periods. Use historical terms and concepts. Analysis and use of sources: Locate, select and use information from a range of sources as evidence. Draw conclusions about the usefulness of sources. Perspectives and interpretations: Identify and describe different perspectives of participants in a particular historical context. Empathetic understanding: Interpret history through the actions, attitudes and motives of people in the context of the past. Research: Ask a range of questions about the past to inform an historical inquiry. Identify and locate a range of relevant sources, using ICT and other methods. Explanations and communication: Develop historical texts, particularly explanations and historical arguments that use evidence from a range of sources. Select and use a range of communication forms (oral, graphic, written and digital) to communicate effectively about the past	Subject appendix Subject appendix Second Skills: Acquiring: develop geographically significant questions and plan an inquiry, using appropriate geographical methodologies and concepts. Processing: Evaluate information sources for their reliability and usefulness. Analyse geographical data and other information using qualitative and quantitative methods, and digita and spatial technologies as appropriate, to identify and propose explanations for spatial distributions, patterns and trends and infer relationships. Apply geographical concepts to draw conclusions based on the analysis of the data and information collected. Communicating: Present findings, arguments and ideas in a range of communication forms selected to suit a particular audience and purpose, using geographical terminology and digital technologies as appropriate. Reflect on their learning to propose individual and collective action in response to a contemporary geographical challenge, taking account of environmental, economic and social considerations, and predict the expected outcomes of their proposal. GEO tool/s: Maps [choropleth, synoptic charts, sketch], fieldwork [observing, collecting, developing and collecting surveys], graphs and statistics ; data tables, climate graphs, line graphs] English Skills: Communicate Responds to and composes texts for understanding, interpretation, critical analysis, imaginative expression and pleasure. Shape and Make Meaning Uses and describes language forms, features and structures of text appropriate to a range of purposes, audiences and contexts. Makes effective language, choices to creatively shape meaning with accuracy, clarity and coherence. Reflecting Uses, reflec
History concept/s: Perspective, comprehension, analysis of sources, research	4Cs: Collaboration, communication, critical thinking and creativity
	Literacy: Vocabulary, SST, Main Idea, Inference
 English Skills: Communicate Responds to and composes texts for understanding, interpretation, critical analysis, imaginative expression and pleasure. Shape and Make Meaning Uses and describes language forms, features and structures of text appropriate to a range of purposes, audiences and contexts. Makes effective language choices to creatively shape meaning with accuracy, clarity and coherence. Reflecting Uses, reflects on and assesses their individual and collaborative skills for learning. English text requirements: Print text, Film- Kung Foo Panda, a selection of Asian texts, intercultural experiences, non-fiction texts English mode requirements: Viewing, writing and reading English Textual Concepts: Perspective, context, genre 4Cs: Critical thinking, creativity 	Numeracy: Data, Graphing and interpreting
Literacy Vocabulary, SST, Visual Literacy, Theme Position,	
inference	
Numeracy: Graphs and interpreting	

Curation of ancient Artefacts.

Part C: ancient Chinese prophecy Term 2 Week 1 EN4-5C, EN4-6C, HT4-9, HT4-10

[TBA name of task]

Part A Evaluative Statement: Term 2 Week 7 GE4-1,GE4-2, GE4-3, Part B Kids TV Program: Term 3 Week 6 GE4-5, EN4-2A, EN4-3B

1	2	3	4	5	6	7	8	9	10			
Project 2			•	•	·	Project 3	•		•			
Title / Unit: [TB	A]		Title / Unit: "W	ere the Greeks gl	orious or gruesome	e?"						
	-	andforms, Water in th	-	-	ne Mediterranean W							
	nent texts [includi		Speaking. Drama									
	-	4-4, GE4-5, GE4-7, GE4		2. HT4-3. HT4-6. H	T4-9, HT4-10, EN4-2	A. EN4-3B. EN4-4						
Subject Specific		, -, -, -, -, -, -, -, -, -, -, -, -,	0, EII4 IA, EII4 EA	, EN4 50, EN4 50, E		EN4-5C	, -, -,	-, -,	, -,			
• •		gnificant questions and plan a	n inquiry, using approprie	ate geographical methodo	ologies and concepts.	Subject Specific	Skills:					
-		eir reliability and usefulness. Ar		•			5,,,	rms and concepts: Read and				
	•	chnologies as appropriate, to i epts to draw conclusions based	•• • • •				,	Ise historical terms and con	•			
		nd ideas in a range of commun	· ·	•			sions about the usefulne.	use information from a rai	ige of sources as			
-		es as appropriate. Reflect on t						describe different perspect	ives of participants in			
	hical challenge, taking acc	count of environmental, econo	omic and social considerd	ations, and predict the exp	ected outcomes of their	a particular historical o						
proposal. GEO concept/s: Enviro	nment, Place, sustainabilit	itv				Empathetic understan in the context of the pa	Empathetic understanding: Interpret history through the actions, attitudes and motives of people in the centrul of the part					
	, ,	sketch], fieldwork [observing,	collecting, developing an	d collecting surveys], grap	ohs and statistics ;data tables,	Research: Ask a range of questions about the past to inform an historical inquiry. Identify and						
climate graphs, line gra	phs]					locate a range of relevant sources, using ICT and other methods.						
						Explanation and communication: Develop historical texts, particularly explanations and historical arguments that use evidence from a range of sources. Select and use a range of communication						
		omposes texts for understandi anguage forms, features and s	forms (oral, graphic, written and digital) to communicate effectively about the past									
•	-	hape meaning with accuracy, a	• • • •	face to a range of parpose	s, addrences and contexts.	History concept/s:_Significance, explanation and communication, empathetic understanding <u>English Skills</u> : Communicate, Shape and Make Meaning, Think in ways that are imaginative, creative, interpretive and critical, Learn and reflect on their learning through their study of English introduced in previous projects						
		dividual and collaborative skill										
English text requirement Blessing, gender persp		water [fiction], intercultural ex	xperiences, environment	al and sustainability, rang	e of digital texts, poetry							
	ents: viewing, reading, lis	stening, writing										
0 1	0, 0,	nent, point of view, theme				English text requirements: Spoken texts, drama scripts, range of digital resources						
							nents: Speaking, listening ots: Character, represent					
							its. character, represent					
	, ,	reativity and critical thi	0			4Cs: Communicatio	n, collaboration, crea	tivity and critical thinkir	ıg			
		ective, Vocabulary, Eval	uative language			Literacy: Persuasive speaking, text structure, vocabulary						
Numeracy: Graph	s, data					Numeracy: Data a	nd interpreting					
ASSESSMENT:												
[TBA name of task]											
Part B Kids TV Pro	gram: Term 3 Week	k 6 GE4-2, GE4-5, EN4-2A,	EN4-3B, EN4-7D									
'Greeced' Lighten	ng Rounds: HT4-2, H	HT4-3, HT4-6, HT4-9										
Quiz 1-Week 7	~ -/.	, -, -										
Quiz 2- Week 10												

1	2	3	4	5	6	7	8	9	10
Outcomes: HT4-2, Subject Specific S History Skills: Comprehe terms and concepts. Analysis and use of source	he Greeks gloriou epth Study 2 – The I HT4-3, HT4-6, HT4 kills: nsion: chronology, terms ces: Locate, select and usi	IS or gruesome? Mediterranean World: -9, HT4-10, EN4-2A, E and concepts: Read and unc e information from a range o	Greece. Speaking. N4-3B, EN4-4B, EN lerstand historical texts. f sources as evidence. Dr	Drama 4-5C Sequence historical events	s and periods. Use historical	Transition Perio Content Focus: Outcomes: ENA Subject Specif HSIE Skills: Recap of English Skills: conso	d: Consolidation of all si 4-2A, EN4-6C, EN4-7I ic Skills: ⁱ skills taught throughout th lidation of all skills learnt th	kills taught througho D, ENE-9E The year to consolidate under proughout the year	ut the year.
a particular historical cor		scribe different perspectives o	f participants in				critical thinking, colla		inication
		ugh the actions, attitudes and	••••	• •	using ICT and other methods.	-	narising, TP, PNG, Ma	in Idea	
Explanation and commu and use a range of commu History concept/s: Signif English Skills: Communic learning through their stu English text requirement English mode requirement English Textual Concepts	ication: Develop historic unication forms (oral, gro cance, explanation and c ate, Shape and Make Me dy of English - introduced s: Spoken texts, drama sc ts: Speaking, listening, ro Character, representatio	cal texts, particularly explana aphic, written and digital) to communication, empathetic u caning, Think in ways that are d in previous projects ripts, range of digital resource eading, writing	tions and historical argu communicate effectively inderstanding r imaginative, creative, ii es	ments that use evidence fr about the past	rom a range of sources. Selec	Numeracy: Fle			
Literacy: Main Id	ea, Vocabulary, S	ST							
Numeracy: Data a	nd interpreting								
ASSESSMENT:									
'Greeced' Lightenin	g Rounds								
Quiz 3- Term 4 Wee	k 1								
Battle Cry Speech-	Germ 4 Week 6 HT4	-2, EN4-3B, EN4-4B							