

**Faculty:**

HUBS

**Subject:**

QUEST

**Year: 7**

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<b>Term 1</b>	<p><b>Bootcamp: “How do we survey our past to uncover our future?”</b>  <b>Content Focus: HSIE Mandatory Depth Study 1 – Investigating the Ancient. Aboriginal dreaming. Descriptive writing. Picture Books</b>  <b>Outcomes: Past: HT4-1, HT4-5, HT4-6, HT4-8, HT4-9, HT4-10.</b>  <b>ENGLISH: EN4-1A, EN4-6C, EN4-8D</b>  <b>Subject Specific Skills:</b>  <b>HSIE Skills: Comprehension: chronology, terms and concepts:</b> Read and understand historical texts. Sequence historical events and periods. Use Historical terms and concepts.  <b>Analysis and use of Sources</b> Identify the origin and purpose of primary and secondary sources. Draw conclusions about the usefulness of sources.  <b>Perspectives and Interpretations:</b> identify and describe different perspectives of participants in a particular historical context.  <b>Research:</b> Ask a range of questions about the past to inform historical inquiry. Identify and locate a range of relevant sources using ICT and other methods.  <b>Explanation and Communication:</b> Select and use a range of communication forms (oral, written and digital) to communicate effectively about the past.            History skills/            History concept/s:   <b>English Skills: Communicate</b> Responds to and composes texts for understanding, interpretation, critical analysis, imaginative expression and pleasure.  <b>Shape and Make Meaning</b> 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.            English text requirements: Print Texts, multimedia and digital texts, fiction, Aboriginal texts, picture book, poetry            English mode requirements: Reading, representing            English Textual Concepts: Perspective, genre, narrative   <b>4Cs:</b> Creativity, critical thinking  <b>Literacy:</b> Summarising, , main idea, text structure  <b>Numeracy:</b> Timelines, number sense</p>				<p><b>Project 1: “What makes us a warrior”</b>  <b>Content Focus: Depth Study 3 – The Asian World: China. Film Study</b>  <b>Outcomes: HT4-1, HT4-2, HT4-3, HT4-6, HT4-9, HT4-10, EN4-5C , EN4-2A, EN4-6C, EN4-8D, EN4-9E</b>  <b>Subject Specific Skills:</b>  <b>History Skills: Comprehension: chronology, terms and concepts:</b> Read and understand historical texts. Sequence historical events and periods. Use historical terms and concepts.  <b>Analysis and use of sources:</b> Locate, select and use information from a range of sources as evidence. Draw conclusions about the usefulness of sources.  <b>Perspectives and interpretations:</b> Identify and describe different perspectives of participants in a particular historical context.  <b>Empathetic understanding:</b> Interpret history through the actions, attitudes and motives of people in the context of the past.  <b>Research:</b> 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.  <b>Explanation and communication:</b> 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  <b>History concept/s:</b> Perspective, comprehension, analysis of sources, research   <b>English Skills: Communicate</b> Responds to and composes texts for understanding, interpretation, critical analysis, imaginative expression and pleasure.  <b>Shape and Make Meaning</b> 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.  <b>Reflecting</b> Uses, reflects on and assesses their individual and collaborative skills for learning.            English text requirements: Print text, Film- <i>Kung Foo Panda</i>, a selection of Asian texts, intercultural experiences, non-fiction texts            English mode requirements: Viewing, writing and reading            English Textual Concepts: Perspective, context, genre   <b>4Cs:</b> Critical thinking, creativity  <b>Literacy:</b> Vocabulary, SST, Visual Literacy, Theme Position, inference  <b>Numeracy:</b> Graphs and interpreting</p>					
	<p><b>ASSESSMENT</b>            Curation of ancient artifacts.  <b>Part A: ancient Artwork Week 6</b> EN4-5C, EN4-6C, HT4-1, HT4- HT4-9, HT4-10  <b>Part B: warrior replicate Week 10</b> EN4-5C, EN4-6C, HT4-3, HT4-10  <b>Part C: ancient Chinese prophecy Term 2 Week 1</b> EN4-5C, EN4-6C, HT4-9, HT4-10  <b>Legacy:</b> Artefact Exhibition</p>									

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**Project 1:** “Why do ancient Chinese artefacts translate into modern texts?”

**Content Focus:** Depth Study 3 – The Asian World: China. Film Study.

**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.

**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 forms (oral, graphic, written and digital) to communicate effectively about the past

**History concept/s:** Perspective, comprehension, analysis of sources, research

**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

**Literacy** Vocabulary, SST, Visual Literacy, Theme Position, inference

**Numeracy:** Graphs and interpreting

**Project 2:** [TBA]

**Content Focus:** Landscapes and Landforms, Water in the World. Novel Study and a selection of informative and visual texts.

**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,

**Subject Specific Skills:**

**GEO 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 digital 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 concept/s:** Environment, place, sustainability

**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, reflects on and assesses their individual and collaborative skills for learning.

English text requirements: Novel *A long walk to water* [fiction], intercultural experiences, environmental and sustainability, range of digital texts, poetry *Blessing*, gender perspectives youth cultures

English mode requirements: viewing, reading, listening, writing

English Textual Concepts: Representation, argument, point of view, theme

**4Cs:** Collaboration, communication, critical thinking and creativity

**Literacy:** Vocabulary, SST, Main Idea, Inference

**Numeracy:** Data, Graphing and interpreting

**ASSESSMENT:**

*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**

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<b>Term 3</b>	<p><b>Project 2</b>  <b>Title / Unit:</b> [TBA]  <b>Content Focus:</b> Landscapes and Landforms, Water in the World. Novel Study- A long walk to water and selected supplement texts [including; poetry]  <b>Outcomes:</b> GE4-1, GE4-2, GE4-3, GE4-4, GE4-5, GE4-7, GE4-8, EN4-1A, EN4-2A, EN4-3B, EN4-5C, EN4-7D  <b>Subject Specific Skills:</b>  <b>GEO Skills: Acquiring:</b> develop geographically significant questions and plan an inquiry, using appropriate geographical methodologies and concepts.  <b>Processing:</b> Evaluate information sources for their reliability and usefulness. Analyse geographical data and other information using qualitative and quantitative methods, and digital 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.  <b>Communicating:</b> 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.  <b>GEO concept/s:</b> Environment, Place, sustainability  <b>GEO tool/s:</b> Maps [choropleth, synoptic charts, sketch], fieldwork [observing, collecting, developing and collecting surveys], graphs and statistics ;data tables, climate graphs, line graphs]   <b>English Skills: Communicate</b> Responds to and composes texts for understanding, interpretation, critical analysis, imaginative expression and pleasure.  <b>Shape and Make Meaning</b> 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.  <b>Reflecting</b> Uses, reflects on and assesses their individual and collaborative skills for learning.  English text requirements: Novel <i>A long walk to water</i> [fiction], intercultural experiences, environmental and sustainability, range of digital texts, poetry  <i>Blessing</i>, gender perspectives youth cultures  English mode requirements: viewing, reading, listening, writing  English Textual Concepts: Representation, argument, point of view, theme</p> <p><b>4Cs:</b> Communication, collaboration, creativity and critical thinking  <b>Literacy:</b> Representation, Bias, Perspective, Vocabulary, Evaluative language  <b>Numeracy:</b> Graphs, data</p>						<p><b>Project 3</b>  <b>Title / Unit:</b> “Were the Greeks glorious or gruesome?”  <b>Content Focus:</b> Depth Study 2 – The Mediterranean World: Greece.  <b>Speaking. Drama</b>  <b>Outcomes:</b> HT4-2, HT4-3, HT4-6, HT4-9, HT4-10, EN4-2A, EN4-3B, EN4-4B, EN4-5C  <b>Subject Specific Skills:</b>  <b>History Skills: Comprehension: chronology, terms and concepts:</b> Read and understand historical texts. Sequence historical events and periods. Use historical terms and concepts.  <b>Analysis and use of sources:</b> Locate, select and use information from a range of sources as evidence. Draw conclusions about the usefulness of sources.  <b>Perspectives and interpretations:</b> Identify and describe different perspectives of participants in a particular historical context.  <b>Empathetic understanding:</b> Interpret history through the actions, attitudes and motives of people in the context of the past.  <b>Research:</b> 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.  <b>Explanation and communication:</b> 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  <b>History concept/s:</b> _Significance, explanation and communication, empathetic understanding</p> <p><b>English Skills:</b> 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  English text requirements: Spoken texts, drama scripts, range of digital resources  English mode requirements: Speaking, listening, reading, writing  English Textual Concepts: Character, representation, context</p> <p><b>4Cs:</b> Communication, collaboration, creativity and critical thinking  <b>Literacy:</b> Persuasive speaking, text structure, vocabulary  <b>Numeracy:</b> Data and interpreting</p>				
	<p><b>ASSESSMENT:</b>  [TBA name of task]  <b>Part B Kids TV Program:</b> Term 3 <b>Week 6</b> GE4-2, GE4-5, EN4-2A, EN4-3B, EN4-7D</p> <p>‘Greece’ Lightning Rounds: HT4-2, HT4-3, HT4-6, HT4-9  Quiz 1-Week 7  Quiz 2- Week 10  Quiz 3- Term 4 Week 1</p>										

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<b>Term 4</b>	<p><b>Project 3: Were the Greeks glorious or gruesome?</b></p> <p><b>Content Focus:</b> Depth Study 2 – The Mediterranean World: Greece. Speaking. Drama</p> <p><b>Outcomes:</b> HT4-2, HT4-3, HT4-6, HT4-9, HT4-10, EN4-2A, EN4-3B, EN4-4B, EN4-5C</p> <p><b>Subject Specific Skills:</b></p> <p><b>History Skills:</b> <i>Comprehension: chronology, terms and concepts: Read and understand historical texts. Sequence historical events and periods. Use historical terms and concepts.</i></p> <p><b>Analysis and use of sources:</b> <i>Locate, select and use information from a range of sources as evidence. Draw conclusions about the usefulness of sources.</i></p> <p><b>Perspectives and interpretations:</b> <i>Identify and describe different perspectives of participants in a particular historical context.</i></p> <p><b>Empathetic understanding:</b> <i>Interpret history through the actions, attitudes and motives of people in the context of the past.</i></p> <p><b>Research:</b> <i>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.</i></p> <p><b>Explanation and communication:</b> <i>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</i></p> <p><b>History concept/s:</b> Significance, explanation and communication, empathetic understanding</p> <p><b>English Skills:</b> <i>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</i></p> <p>English text requirements: Spoken texts, drama scripts, range of digital resources</p> <p>English mode requirements: Speaking, listening, reading, writing</p> <p>English Textual Concepts: Character, representation, context</p> <p><b>4Cs:</b> Communication, collaboration, creativity and critical thinking</p> <p><b>Literacy: Main Idea, Vocabulary, SST</b></p> <p><b>Numeracy:</b> Data and interpreting</p>						<p><b>Transition Period:</b></p> <p><b>Content Focus:</b> Consolidation of all skills taught throughout the year.</p> <p><b>Outcomes:</b> EN4-2A, EN4-6C, EN4-7D, ENE-9E</p> <p><b>Subject Specific Skills:</b></p> <p><b>HSIE Skills:</b> <i>Recap of skills taught throughout the year to consolidate understanding</i></p> <p><b>English Skills:</b> <i>consolidation of all skills learnt throughout the year</i></p> <p><b>4Cs:</b> <i>Creativity, critical thinking, collaboration and communication</i></p> <p><b>Literacy:</b> Summarising, TP, PNG, Main Idea</p> <p><b>Numeracy:</b> Flexible thinking</p>			
	<p><b>ASSESSMENT:</b></p> <p>'Greeceed' Lightning Rounds</p> <p>Quiz 3- Term 4 Week 1</p> <p>Battle Cry Speech- <b>Term 4 Week 6</b> HT4-2, EN4-3B, EN4-4B</p>									