Information for parents

THE AUSTRALIAN CURRICULUM – YEARS 7 AND 8

THE AUSTRALIAN CURRICULUM

The Australian Curriculum is designed to develop:

- successful learners
- confident and creative individuals
- active and informed young people who are ready to take their place in society.

It sets the goal for what all students should learn as they progress through their school life – wherever they live in Australia and whatever school they attend.

The Australian Curriculum with its eight learning areas provides a modern curriculum for every student in Australia. Included in the content of learning areas are seven general capabilities intended to help prepare young Australians to learn, live and work in the 21st century. There are three cross-curriculum priorities that are also a focus across the learning areas.

The Australian Curriculum is flexible so that teachers can plan the learning for all their students, also taking into account their local school community.

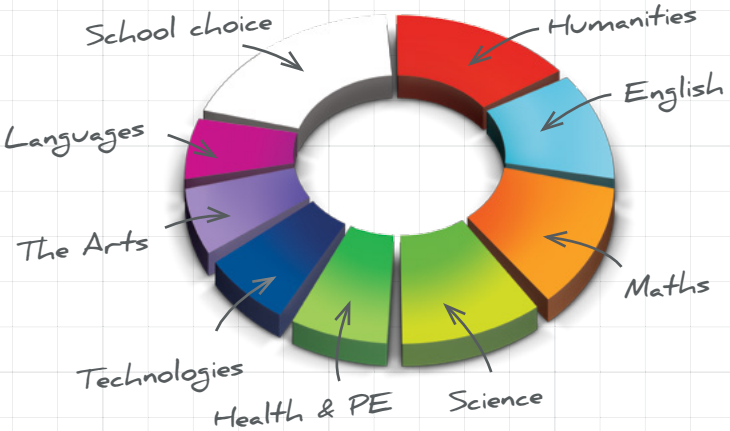
For more information, see our fact sheet: The Australian Curriculum – an overview for parents.

YEARS 7 AND 8

In Year 7 (Year 8 in South Australia), students start high school, which presents new organisational and personal challenges. The Australian Curriculum is taught mostly by subject-specialist teachers.

At this age, there is a focus on developing students' abilities to maintain personal health and wellbeing, and manage personal relationships.

Years 7–8 Learning Areas



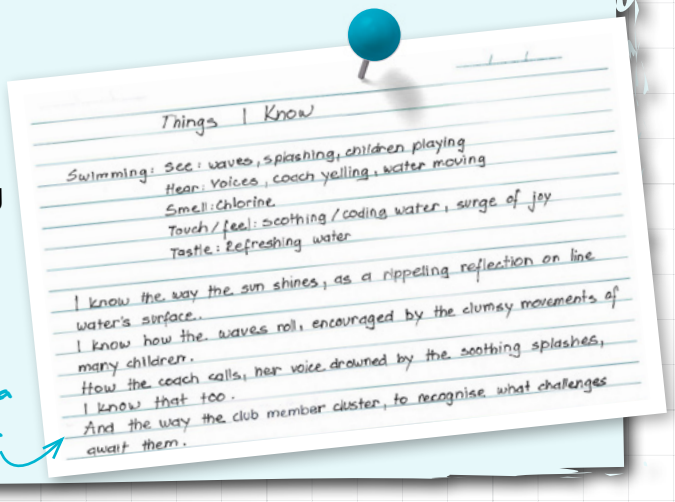
English

In Years 7 and 8, students are provided with opportunities to read and interpret a wide variety of literature, and create texts to influence their audience.

Typically, students will:

- read and interpret a range of challenging fiction texts
- compare, analyse and question ideas and information in texts
- select evidence from texts, which shows how authors represent their viewpoints
- create texts for different purposes and audiences
- write a series of well-organised paragraphs to present an argument or convey information
- read online texts and use a range of software to create texts
- recognise and use a wide range of language features such as sub-headings
- know and use a wide range of words, including those from technical and literary language
- give presentations that include visual and digital features.

Writes using the style and structure of a stimulus poem using their own experiences.


Things I Know

Swimming: See: waves, splashing, children playing
Hear: voices, coach yelling, water moving
Smell: Chlorine
Touch/feel: Soothing/cooling water, surge of joy
Taste: Refreshing water

I know the way the sun shines, as a rippling reflection on the water's surface.
I know how the waves roll, encouraged by the clumsy movements of many children.
How the coach calls, her voice drowned by the soothing splashes,
I know that too.
And the way the club member cluster, to recognise what challenges await them.

Mathematics

In Years 7 and 8, students extend their knowledge of numbers, including irrational numbers. They start to use algebra to solve problems, develop geometric reasoning and consider statistical sampling.

Typically, students will:

- connect the known properties of arithmetic with the study of algebra
- develop simple logical geometric arguments
- find estimates of means and proportions of populations
- compare prices of products packaged in different quantities
- represent simple algebraic relations by graphs
- calculate areas of shapes and volumes of simple solids
- apply ratios and interpret statistical graphs
- calculate accurately with positive and negative numbers.

Health and Physical Education

Students learn about how their changing world operates as they face more complex life decisions. Students analyse and refine movement skills, experience outdoor recreation and develop leadership and team work skills.

Typically students will:

- develop coping, assertive communication, problem-solving and refusal skills
- value difference and develop empathy towards others' views and situations
- talk about how and whom to ask regarding help for their own and others' health
- evaluate food and nutrition information and create their own fitness plans
- promote health and wellbeing messages in their community
- modify rules so that activities are safer, fairer and more inclusive
- use feedback to improve their movement skills.

Humanities and Social Sciences

In Years 7 and 8, students use inquiry skills to develop social, historical, geographical, environmental, civic, political, business and economic knowledge and understandings, and view issues from a local to a global scale.

Typically students will:

- in **History**, investigate ancient to modern societies of Europe and other regions, and the legacy of their ideas in today's world
- in **Geography**, explore factors and challenges that influence how people access resources and make places liveable; links between places, people and environments, and how changes can be managed sustainably
- in **Civics and Citizenship**, learn about citizenship, laws, and the democratic values and group participation that promote a cohesive society
- in **Economics and Business**, understand modern and traditional markets; roles of, and relationships between, consumers, businesses, entrepreneurs and work; and factors that might affect work in the future.

Science

Students develop their understanding of microscopic and atomic structures. They adopt a more sophisticated view of evidence and begin to develop a capacity to calculate changes accurately and compare relative amounts.

Typically students will:

- further develop their understandings of systems through a study of ecosystems and cellular systems
- explore renewable and non-renewable resources, and the applications of science to solve important issues
- explore changes in matter at a particle level and link them to physical and chemical changes
- investigate the role of energy in causing change in systems such as the cycle of forming rocks
- consider ethical implications of scientific research and development.

The Arts

By responding critically and creatively in a variety of art forms, students explore and question their immediate experience and their understanding of the wider world.

Typically students will:

- in **Dance**, choreograph dance sequences to communicate ideas, and rehearse and perform dances
- in **Drama**, plan and rehearse dramatic performances to communicate ideas expressively
- in **Media Arts**, plan and design media arts to engage an audience
- in **Music**, improvise, combine and perform a range of music using elements such as rhythm and pitch
- in **Visual Arts**, explore how artists create artworks, and plan, create and display visual artworks for an audience.

Technologies

Students develop knowledge, understanding and skills through the Technologies subjects.

Typically, students will:

- in **Design and Technologies**, design, produce and evaluate solutions, such as an engineered device or a food product. Create and represent design ideas using a variety of techniques, such as modelling and drawing to scale. Select a range of materials and equipment to safely and efficiently produce solutions
- in **Digital Technologies**, develop their computational thinking, create a range of digital solutions, such as websites and robotics, using programming; communicate and collaborate online with an understanding of cyber-safety and legal responsibilities.

Languages

In Years 7 and 8, students further develop communication skills in a language and explore the language's cultural dimensions.

Typically, students will:

- use unplanned and rehearsed language to participate in classroom interactions and discussions
- explain and practise language forms and functions, and use vocabulary and grammar with increasing accuracy
- read and interpret more complex texts, identifying relationships between texts, contexts and intended audience
- explore intercultural perspectives and experiences to interact with relevant language-speaking communities.

To learn more about the Australian Curriculum, visit the 'Parents' section of the Australian Curriculum website.
For more information about your child, talk to your school.