



YARRA VALLEY
G R A M M A R

Curriculum

YEAR 7 AND YEAR 8 2025

confidence to achieve



FOREWORD

The middle years of schooling are an exciting time. It is one of those milestones in life that young people will remember forever. The opportunity to experience all that Years 7 and 8 have to offer at Yarra Valley Grammar is rewarding indeed.

The middle years of schooling are critical to developing the important independent learning skills required to face the academic challenges of VCE and beyond. They also provide the crucial transition from the primary years to the secondary years.

This book contains information about Years 7 and 8 at Yarra Valley Grammar, where we promote a learning culture which fosters inquiry and nurtures a love of learning.

Our young people will learn to:

- experience a broad curriculum and build a strong academic foundation
- work as part of a team
- speak confidently and publicly
- represent the School in sport and other co-curricular endeavours
- take on leadership roles within the tutorial and the year level.

All this and much more are part of the rich tapestry of the Middle School.

Years 7 and 8 are a wonderful journey of discovery and our students will learn much about themselves and others during this time. It is a journey of learning and thinking, of getting along with others and making friends. It offers students the opportunity to experience many different things and to learn how to be responsible, organised and prepared.

These are wonderfully challenging and fulfilling years at Yarra Valley Grammar.



Andrew Hocking
Deputy Principal – Dean of Studies

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A.R. CLARKE MIDDLE SCHOOL

BACKGROUND

Mr A. Robin Clarke was instrumental in the founding of Yarra Valley Grammar. He was one of the driving forces behind the establishment of the School and left no stone unturned in his endeavours on the School's behalf.

Mr Clarke's son, Andrew, was enrolled to enter Trinity Grammar at Year 7 and it was at that time that Mr Clarke became convinced of the need for an independent school in this area.

He served as Secretary to the Council and then became President from 1975 until 1980. He retired from Council in 1991.

The A.R. Clarke Middle School comprises Years 7, 8 and 9 and since 1995 has been co-educational.

OVERVIEW OF THE MIDDLE SCHOOL

The Middle School provides students with a settled and structured entrance to secondary schooling. It is very important to us that each student feels connected to, and part of, the Yarra Valley Grammar community. Year Level Co-ordinators and Tutors form the foundation of the Pastoral Care Program. This is ably supported by all teachers, the school counsellors and the Head of Middle School.

Yarra Valley Grammar runs an extremely successful transition program for the vital start to Year 7. A separate Middle School Office ensures a point of personal contact for both students and parents. Open communication is encouraged and staff are always available to offer support.

The Year 7 and Year 8 Co-ordinators meet with the Tutors at that level on a regular basis. The Year Level Co-ordinator meets formally with the Head of Middle School and other support staff, (including the Head of Student Wellbeing and Director of Learning Support), once a cycle, although contact between the Head of Middle School and Year Level Co-ordinators is usually daily.

YEAR 7

Year 7 students share a dedicated Year 7 precinct with their Year Level Co-ordinators and Tutors. This precinct houses the students' home rooms, lockers and community areas.

Students spend a large part of their time in a tutorial with a Tutorial teacher. The students leave those rooms for subjects such as Art, Science, Physical Education (PE), Sport, Music and Drama, but the tutorial gives them a home base. The locker area is situated very close to the tutorial rooms, and pastoral staff are always available to assist students. Year 7 operates largely as an individual unit within the Middle School.

YEAR 8

In Year 8, students are expected to be more independent. They move about the School a little more, but meet with their pastoral care Tutor daily. The pastoral care Tutor monitors the progress of each student within their tutorial.

CURRICULUM

The Middle School curriculum is offered within Key Learning Areas. Each learning area is attuned to, and has established, appropriate learning outcomes pertinent to the School's aims and the School's unique cultural characteristics. The key competencies are acknowledged as essential ingredients across the curriculum for the vocational preparation of young people who will engage in new forms of work organisation.

The emphasis within the Middle School is on core curriculum, which is broad. The curriculum exposes students to a wide range of subjects, enabling them to make informed decisions about subject choices at Years 9 and 10.

It is compulsory to study one of the languages offered at Middle School, which are Chinese and French unless a student is involved in the Literacy Support program.

At Years 7 and 8, well-structured programs promote aspects of personal development. These units incorporate elements of health, peer and family relationships, study skills, career and drug education.

In Years 7 and 8, students may bring their own electronic device, laptop or tablet as part of the Bring Your Own Device (BYOD) program to have access to the types of learning considered essential.

All classes have access to computer rooms that expand both the range of applications and the monitor size available to students. ICT is incorporated into all subjects in Years 7 and 8.

GENERAL STATEMENT

Students are expected to promote a caring and positive learning environment in which each student is treated fairly, has the opportunity to develop a feeling of self-worth and belonging, and is able to learn.

It is each student's responsibility to:

- come to class on time and with the required books, equipment and work preparation
- follow instructions from the teacher
- be thoughtful, respectful and courteous to others
- support the learning and achievement of others
- participate positively and constructively in group discussions and activities
- develop organisation and study habits
- keep books, equipment and classrooms tidy, clean and free of graffiti
- be prepared to work to the best of their ability.

PLUS

A PLUS period occurs once per cycle with the student's Tutor. The PLUS program has four main content areas, these are:

- The Resilience Project (TRP)
- Study Skills
- Organisation
- Digital Literacy

Each content area brings a key component that will allow Middle School students to develop skills to assist with their education at Yarra Valley Grammar. Aspects of these content areas will be scaffolded to suit the Middle School journey of our students. For example, Year 7 has a particular focus on Organisation and Digital Literacy as students transition from primary school to the Secondary School environment. In Year 8 students will extend their digital skills and develop greater specific study skills to assist them with moving through Secondary School.

HOMEWORK

The School believes in the value of homework on a regular basis, since it is clearly impossible for students to achieve their potential if their school work is limited to school hours. Homework also encourages students to work independently in a self-motivated way.

Homework serves a number of purposes:

- preparation for a future lesson (eg. preliminary reading or research)
- completion of tasks set in class
- remediation, where a student completes extra work aimed at overcoming problems faced or clarifying concepts through further examples
- extension activities for those students who need to be further challenged
- revision for purposes of consolidation or preparation for exams and tests
- reflection on learning experiences.

Since the production of a workable school homework timetable is difficult, the School's policy is to ask teachers to allow several days for extended tasks to be completed. This allows students to arrange their own program to suit – a worthwhile skill to develop in itself. It also takes into account evening commitments that students may have (eg. clubs, family visits, etc). Tasks that take a short period of time (eg. 10 – 15 minutes) may be required to be completed for the next day.

It is difficult to insist on particular lengths of time to be spent each evening, but the following provides a guide. There will, of course, be times when more than this will be required or there could be times when, due to other commitments, less would be appropriate.

- Year 7 1 hour
- Year 8 1 hour

These suggestions are for the five week nights. If shorter time is spent on homework during the week, compensation should be made at the weekend.

The reading of English set texts and additional novels as part of the wide reading program in English should, for the most part, be done in addition to the times set out above.

It is recognised that parents play an important role in relation to homework. This may be through encouragement, checking of folders for neatness and organisation, discussion of tasks, assistance with problems, listening to revision, testing of spelling, etc. Particular departments may issue more detailed requirements.

REPORTING TO PARENTS

Throughout the semester, parents receive the same details and feedback as their child on all formal assessment and outcomes tasks completed. This information is accessed via Canvas (the School's learning management system) through the Community Portal. A Statement of Results outlines all semester results and a Tutor comment is provided after the conclusion of both Semester 1 and 2. A Progress Statement is made available during each semester.

Parent / Teacher Interviews are scheduled twice a year. Should additional feedback or interviews be requested this can be arranged, usually through the student's Tutor. Students are provided with a Student Achievement Portfolio into which they place their reports, awards and certificates.

YEAR 7 MUSIC PROGRAM

In Year 7, all students take part in the classroom instrumental music program for one semester where specialist tuition and instruments are provided. After this semester of free tuition, students present a concert to parents and friends at a special evening performance in the George Wood Performing Arts Centre at the Year 7 Music Festival. Students then have the opportunity to join our instrumental music program. This opportunity also continues into Year 8.

SPORT

As part of the School's stated expectation, all students in the Secondary School are required to participate in the School's sporting program which includes participating in timetabled Sport each week (unless training with a Firsts team) and playing sport against other schools at their fixtured time each playing week during the season, usually on a Saturday or for some Firsts teams that may play matches during the week.

Clear guidelines are set out in the Sport Handbook with regards to Sport, and students and their parents should familiarise themselves with these.

OUTDOOR AND EXPERIENTIAL EDUCATION

Orientation Camp

All Year 7 students attend a camp with Year 7 and pastoral staff. This camp takes place in Term 1. Students establish a strong tutorial and year level bond on the camp and experience challenging adventures.

Journey Camp

Year 7 students will also undertake a Journey Camp in Semester 2, navigating across a Victorian outdoor environment to advance their capacity to be self-reliant and confident in the outdoors. This truly memorable experience will focus on growth in each individual's environmental awareness and personal responsibility, whilst also allowing them to progress interpersonal skills of communication and interdependence to achieve a common goal with their peers.

In Year 8, students attend a camp with the Year 8 and pastoral staff during Term 1. Students experience a myriad of activities and teamwork and resilience is a specific outcome of this camp.

STRUCTURE OF THE SCHOOL DAY

Each student receives a personal timetable on the first day of each semester. The school day is divided into five 60 minute periods and operates on a two-week cycle.

TABLE OF KEY LEARNING AREAS – YEAR 7 & 8

KEY LEARNING AREA	KEY COMPETENCIES
<p>Arts</p> <ul style="list-style-type: none"> Art, Design and Technology Drama Music <p>English</p> <ul style="list-style-type: none"> English <p>Health and Physical Education</p> <ul style="list-style-type: none"> Health and Physical Education Sport <p>Humanities</p> <ul style="list-style-type: none"> Geography History <p>Languages Other Than English</p> <ul style="list-style-type: none"> Chinese French <p>Mathematics</p> <ul style="list-style-type: none"> Mathematics <p>Science</p> <ul style="list-style-type: none"> Science <p>Technology (incorporated into Arts)</p>	<p>Collecting, analysing and organising information</p> <ul style="list-style-type: none"> ● The capacity to sift, sort and locate information <p>Communicating ideas and information</p> <ul style="list-style-type: none"> ● The capacity to communicate effectively with others <p>Planning and organising activities</p> <ul style="list-style-type: none"> ● The capacity to plan and organise one’s own work activities <p>Working with others in teams</p> <ul style="list-style-type: none"> ● The capacity to interact effectively with other people on a one-to-one basis and in groups <p>Using mathematical ideas and techniques</p> <ul style="list-style-type: none"> ● The capacity to use mathematical ideas such as numbers and space <p>Solving problems</p> <ul style="list-style-type: none"> ● The capacity to apply problem solving strategies in purposeful ways <p>Using technology</p> <ul style="list-style-type: none"> ● The capacity to apply technology combining both physical and sensory skills

SUMMARY OF SUBJECTS OFFERED

Department	Subject	Year Level	Page
Art, Design and Technology	Art, Design and Technology	7 & 8	11
Drama	Drama	7 & 8	13
English	English	7 & 8	15
Health and Physical Education	Health and Physical Education	7 & 8	17
Humanities	Humanities	7 & 8	21
Languages	Chinese	7 & 8	23
	French	7 & 8	25
Mathematics	Mathematics	7 & 8	27
Music	Music	7 & 8	29
Science	Science	7 & 8	31
ESTEAM		8	33
Sport	Sport	7 & 8	35

Art, Design and Technology

ART, DESIGN AND TECHNOLOGY (ADT) - YEAR 7

Year 7 Art, Design and Technology (ADT) provides students with an immersive exploration of creativity through hands-on projects. In this course, students investigate the interconnected fields of Art, Design, and Technology, assuming roles like artists, textile designers, and graphic designers. Through engaging experiences, students develop foundational skills in drawing, painting, construction, designing and more, while also utilising technology to enhance their creative processes. The course aims to foster students' creativity, critical thinking, and problem-solving skills as they engage in a variety of artistic and design endeavours. By the end of the year students complete a trimester of Art, Visual Communication Design and Product Design Technology – Textiles.

Outline of Aims

- To develop students' capacity to create visual and tactile works through the application of appropriate skills and techniques
- To develop an understanding of the elements and principles of art and design and how to utilise them in their own creative practice
- To integrate and apply technology in the creative process
- To develop an understanding of the design process in a variety of mediums and context
- To develop students' awareness of Occupational Health and Safety

Assessments

- Art - Student folio and finished artwork
- Product Design and Technology Textiles - Student folio and finished product
- Visual Communication Design - Student folio and finished design

ART, DESIGN AND TECHNOLOGY (ADT) - YEAR 8

Year 8 Art, Design and Technology (ADT) builds upon Year 7 ADT's foundation, delving deeper into creativity with exploration in drawing, painting, construction, and technology enhanced processes. Students maintain diverse art and design roles, engaging in hands-on projects to develop critical thinking and problem-solving skills. By year-end, students complete trimesters in Art, Visual Communication Design and Product Design Technology – Wood, advancing their understanding of the design process, elements and principles of design, and contextual influences.

Outline of Aims

- To enable students to understand and enjoy the images they and others make, through workshops and gallery visits that focus on various cultural and historical contexts
- To develop students' capacity to create visual and tactile works through the application of appropriate skills and techniques
- To develop students' understanding and appreciation of the elements and principles of design
- To integrate and apply technology in the creative process
- To develop an understanding of the design process in a variety of mediums and context

Assessments

- Art - Student folio and finished artwork
- Product Design and Technology Wood - Student folio and finished product
- Visual Communication Design - Student folio and finished design

Drama

DRAMA – YEAR 7

This is a year-long creative subject designed for students to gain knowledge, understanding and skills in the area of Drama. All units of work are based around practical activities.

Outline of Aims

- To gain an understanding of the application of role, character and relationships
- To develop the expressive skills: voice, movement, gesture and facial expressions to develop characters
- To understand and be involved in playmaking, role-play and performances
- To encourage creativity and imagination
- To develop confidence, self-awareness and co-operative learning skills

Content

Semester 1

- Students explore how movement – including the use of space, levels, pace, canons, pathways and choreography, can be applied to create dramatic meeting
- Students work together in roles to create imaginary worlds where issues can be considered and problems solved
- Students explore a range of approaches to create characters. They interpret existing scripts, including context, setting, character, dialogue and timing and perform a range of short scripts of varying styles

Semester 2

- Students explore the world of Shakespeare with a focus on his language and context. They investigate the relevance of Shakespeare in our current world through a series of performances
- Students explore the world of Spies and Espionage through a series of class workshops with a focus on developing characters and narratives
- Students finish the year by performing a musical theatre piece in the Year 7 Night of Stars

Assessment

Students collaborate to devise dramatic work. Students will use playmaking techniques such as brainstorming, researching, improvising, scripting, rehearsing, refining and editing to develop a range of performances. Students will explore how to use their expressive skills – facial expressions, movement, vocal skills and gesture, to create characters. Students will experiment with focus and how to create an actor-audience relationship. Students will use discussion to reflect and respond to dramatic work.

DRAMA – YEAR 8

This is a year-long course designed for students to collaborate to devise dramatic work. Students use playmaking techniques to explore and develop their expressive skills to create characters. They experiment with focus and creating effective actor-audience relationships. Students use discussions to reflect and respond to dramatic work.

Outline of Aims

- To develop expressive skills: movement, voice, gesture and facial expressions
- To explore different forms of drama
- To develop an appreciation of theatre
- To develop the ability to articulate a response to performance
- To encourage creativity and imagination
- To develop confidence, self-awareness and co-operative learning skills

Content - Semester 1

- Students explore the performance style of Melodrama through scripted and devised work
- Students investigate a range of performance styles from around the world and complete a research project

Content - Semester 2

- Students explore how mood and tension can be brought to the stage through devising and production areas
- Students explore the genre of Musical Theatre and complete a portfolio of designs for differing production areas

Assessment

Students collaborate to devise dramatic work. Students will use playmaking techniques such as brainstorming, researching, improvising, scripting, rehearsing, refining and editing to develop a range of performances. Students will explore how to use their expressive skills – facial expressions, movement, vocal skills and gesture, to create characters. Students will experiment with focus and how to create an actor-audience relationship. Students will use discussion to reflect and respond to dramatic work.

English

ENGLISH – YEAR 7

Outline of Aims

- To provide cognitive challenges for students, that require them to receive and remember information in order to generate concepts and ideas, particularly as they relate to set texts
- To develop confidence and competence in writing for a range of purposes and audiences
- To encourage students to read widely beyond the set text list
- To extend students' capacity to listen and to communicate orally

Content

Reading – A range of texts is introduced in the classroom. Three texts are studied formally during the course. One of these is a non-print text (usually a film). Students are encouraged to read widely outside the formal program and to engage in reading for pleasure as well as for text-related analysis. Print and electronic media texts are also studied, as are poetry texts.

Writing – Writing is presented as a process involving a number of steps. Personal writing will explore the craft of poetry and a range of prose styles including narrative, persuasive, informative and descriptive. Responses to literature will be both persuasive and creative. Planning is explicitly taught in order that students might develop a reliable method of interpreting essay questions and structuring their responses.

Speaking and listening – Students participate in whole class and small group discussions. Opportunities are also provided for all students to give speeches, formal and impromptu, and engage in debates. Activities are aimed at helping students grow both more familiar and more comfortable with public speaking in its various forms. Oral presentations will take place both as small group presentations as well as individual presentations to the whole class.

Assessment

- Text responses (including to media texts)
- Oral communication
- Craft of writing – writing for specific audiences and purposes

Outline of Aims

- To consolidate skills and concepts introduced in Year 7
- To extend student inquiry
- To expand the students' repertoire of strategies for dealing with text, whether spoken, written or visual
- To encourage students to read widely beyond the set text list
- To extend students' capacity to listen and to communicate orally

Content

Reading – A range of texts is introduced in the classroom. Three texts are studied formally during the course. One of these is a non-print text (usually a film). Students are encouraged to read widely outside the formal program and to engage in reading for pleasure as well as for text-related analysis. Print and electronic media texts are also studied.

Writing – Writing is presented as a process involving a number of steps. Personal writing will explore the craft of poetry and a range of prose styles including narrative, persuasive, informative and descriptive. Responses to literature will be both persuasive and creative. At Year 8 level writing should exhibit greater sophistication, both in terms of expression and content. The concept of planning extended responses, introduced in Year 7, is refined.

Speaking and listening – students participate in whole class and small group discussion. Opportunities are also provided for all students to give speeches, formal and impromptu, and engage in debates. As in Year 7, the emphasis is on encouraging students to become more comfortable with public speaking. Oral presentations will take place both as small group presentations as well as individual presentations to the whole class.

Assessment

- Text responses (including to media texts)
- Oral communication
- Craft of writing – writing for specific audiences and purposes

Health and Physical Education

HEALTH AND PHYSICAL EDUCATION – YEAR 7

The Year 7 Health and Physical Education course aims to expose students to a broad range of health related content which enables them to develop valuable life skills and knowledge. The practical elements of this course aim to provide students with the opportunity to explore their learning through kinaesthetic means. The program combines a number of different sports and activities with the purpose of improving tactical concepts and skills whilst working individually and in a team-based setting. Students will use their BYOD throughout the course to complete formative and peer assessments.

Outline of Aims

- To introduce students to core Health and PE topics including anatomy
- To develop knowledge and investigate strategies to promote health, safety and wellbeing
- To explore important personal development topics such as relationships, consent, diversity, goal setting and cyberbullying
- To develop knowledge and skills to develop quick decisive decisions with regards to participation in physical activity
- To be actively involved in a variety of sports, games and activities
- For students to develop their fundamental motor skills based on their personal potential
- To develop skills, knowledge and attitudes related to qualities such as self-discipline, leadership, sportsmanship, co-operation, self-esteem and personal appearance

Content

The following units and activities will be used to meet the aims and objectives of the course:

- **Healthy Bodies (Anatomy)** – basic anatomy introduction to the human body
- **Cybersafety** – exploration of topical dangers faced online
- **Relationships** – students investigate relationships inclusive of consent
- **Diversity** – exploring the diversity found within our local communities
- **Aquatics** – students will refine their swimming abilities with an added focus on water safety and survival techniques
- **Fundamental motor skills** – mastery of fundamental motor skills in order for students to optimally develop specific sports skills in the future
- **Game Sense: Invasion and striking sports** – focus on movement and creating space when attacking, and protecting the space and opposition players when defending. Along with the development of hand-eye coordination to effectively and strategically strike the ball within striking sports
- **Gymnastics** – basic static and dynamic skills developed to create a routine
- **Game Sense: Field** – modified small-sided field sports/games used to further develop tactical awareness
- **Cardio Tennis** – exercise activities incorporated with basic skill development

Assessment

Students will be assessed through direct observation and participation throughout the course. Personal best performances and the ability to bring the correct practical equipment to participate in lessons will also affect student's results. Students will have the opportunity to create self and peer-assessment models through BYOD usage. Video feedback and recording of results will require the use of student Apps specific to class activities.

- Practical units to be assessed: Aquatics, Game Sense - Invasion, Gymnastics, Game Sense - Striking and Fielding
- Health units to be assessed: Playing it safe and relationships

HEALTH AND PHYSICAL EDUCATION - YEAR 8

This subject promotes discussion around the importance of health and wellbeing issues facing teenagers. Students learn concepts related to their own and others' health and safety and about how to operate as an independent, respectful and community-minded citizen. Physical Education lessons aim to provide students with the opportunity to explore their learning through a kinaesthetic means. The program combines a number of different sports and activities with the purpose of improving and extending tactical concepts and skills from Year 7, whilst working individually and in a team-based setting.

Outline of Aims

- To promote attitudes and behaviours which contribute to personal and community wellbeing
- To develop in students, the ability to make decisions about personal and community health matters, and to encourage students to take responsibility for such decisions
- To provide accurate information about health and health related matters
- To develop an understanding of factors that influence the quality of life enjoyed by an individual or a community
- To develop knowledge and skills to be able to make decisions with regards to participation in physical activity
- To be actively involved in a variety of sports, games and activities
- For students to develop their motor skill base to their personal potential
- To develop skills, knowledge and attitudes related to qualities such as self-discipline, leadership, fairness and cooperation, self-esteem and personal appearance

Content

The following units and activities will be used to meet the aims and objectives of the course:

- **Health and nutrition** – students complete a major assignment that investigates risks associated with poor nutrition, how to maximise nutritional health and the links between health and an active lifestyle
- **Drug and alcohol education** - students develop knowledge and investigate strategies that promote health, safety and wellbeing
- **Sexual education** – basis of healthy and respectful relationships, adolescent and puberty changes and challenges, reproductive systems, conception and pregnancy
- **Body systems** – students learn the functions and roles of the human body, in particular, the skeletal system and major muscle groups

Practical lessons exploring:

- Athletics based activities
- Aerobics
- Striking sports that may include golf, hockey, cricket and softball
- Games sense approach that will involve invasion games such as touch football, ultimate frisbee and European handball
- Net sports that may include tennis, volleyball and badminton
- SEPEP – student developed and facilitated netball and soccer tournaments
- Fitness challenges including completing a ‘Tough Yarra’ course

Assessment

Students complete assignments, performances, tests, research tasks and short pieces of written work. There will be subjective observation of students’ participation in and contribution to class and small group activities including discussion sessions. Students will be required to use Apps to record performances or self-assessments. Any research tasks will utilise BYOD and internet resources.

In practical classes, students will be assessed by the teacher through direct observation and participation throughout the course. Personal best performances and students’ ability to bring the correct practical equipment to participate in lessons will also affect student’s results.

Humanities

HUMANITIES – YEAR 7

Outline of Aims

- To develop geographical skills that students will need in later years
- To examine some environmental issues
- To encourage desirable attitudes and values in students
- To introduce students to a range of information resources and provide practise at using these resources
- To develop historical literacy
- To learn how to evaluate evidence and to arrive at valid judgments
- To provide an awareness of how archaeologists, geographers and historians seek understanding of human activity
- To identify how present and past societies function(ed) and how they shape(d) the lives of individuals and impact upon our world today
- To introduce students to a range of ICT skills
- To introduce the significance of the United Nations

Content

Year 7 Humanities students focus on the study of History and Geography. The following topics are covered:

- mapping
- human interaction and use of the natural environment
- archaeology
- ancient civilisations: Australia, Mesopotamia, Egypt, Greece, Rome and China

Assessment

- Tests
- Research assignments
- Group projects
- Document analysis
- Written activities
- BYOD based tasks

HUMANITIES – YEAR 8

Outline of Aims

- To develop an empathy for the study of other peoples and their cultures
- To develop an appreciation of the diversity of Asian cultures and societies
- To develop an understanding of ways of life in the Middle Ages
- To clarify personal values in relation to the study of societies within our region, particularly counteracting typical stereotypes of different religions and cultures
- To develop analytical, research, written, oral and presentation skills
- To understand the concept of liveability and consumption
- To develop competencies in the use of ICT as part of Humanities study
- To develop historical literary focussing on cause and effect as well as continuity and change
- To develop an understanding of differing perspectives
- To develop analytical skills when looking at maps
- To develop an understanding of the role of a citizen in modern Australian society

Content

Year 8 Humanities students focus on Medieval History in Europe and Asia. The following topics are covered:

- medieval history in Europe and Great Britain
- liveability and fast fashion
- the Black Death and consequences
- The Renaissance and Age of Exploration
- the National History Challenge
- Medieval Japan
- civics and citizenship

Assessment

- Computer based projects using Google Suite Apps, Word, PowerPoint and online resources
- National History Challenge entry
- Tests using short answer, document analysis and extended response
- Essay

Languages

CHINESE – YEAR 7

Outline of Aims

Students will be assisted to:

- acquire and extend basic speaking, reading, listening and writing skills in Chinese
- increase their understanding of Chinese speaking people and their way of life
- develop awareness of how language functions and assists communication in our lives
- increase their appreciation of cultural diversity and plurality

Content

The emphasis of the course is on oral communication but students will also develop an ability to read and write Chinese characters. The following topics will be studied in Year 7:

- greetings
- introductions
- family and pets
- personal interests
- sports
- telling the time and date
- school life

Assessment

All four language skills will be formally assessed and students will be provided with a report outlining their progress.

- Speaking tasks
- Listening comprehension tasks
- Reading comprehension tasks
- Writing tasks
- Cultural assignments and vocabulary tests

Outline of Aims

- To help students develop a proficiency with the communication skills of a Language Other Than English
- To develop a better understanding of Chinese speaking people and their way of life
- To help students gain a better understanding of their own language and of how language works in life
- To develop in students an appreciation of cultural diversity and plurality

Content

The course continues the communicative approach. While listening and speaking continue to be the main focus, reading and writing are increasingly important as aids to learning.

Topics studied in Year 8 include:

- food and drink
- eating out
- shopping at a market
- weather and seasons
- sports and leisure interests
- travel and transport
- Chinese currency

Assessment

All four language skills will be assessed by:

- Speaking tasks
- Listening comprehension tasks
- Reading comprehension tasks
- Writing tasks
- Assigned tasks

FRENCH – YEAR 7

Outline of Aims

- Acquire and extend basic speaking, reading, listening and writing skills in French
- Develop awareness of how language functions and assists communication in our lives
- Increase students' understanding of French speaking people and their way of life
- Increase students' appreciation of cultural diversity and plurality

Content

The main emphasis is on oral communication. Language games, songs and role play activities are an essential part of the course. The following topics are studied in Year 7:

- personal identification
- family and pets
- time, months, days and dates
- school life
- birthdays and special occasions
- colours
- describing people
- cultural aspects of France and French speaking countries

Assessment

All four language skills will be assessed by:

- Speaking tasks
- Listening comprehension tasks
- Reading comprehension tasks
- Writing tasks
- Assigned tasks

FRENCH – YEAR 8

Outline of Aims

- To help students develop a proficiency with the communication skills of a Language Other Than English
- To develop a better understanding of French speaking people and their way of life
- To help students gain a better understanding of their own language and of how language works in life
- To develop in students an appreciation of cultural diversity and plurality

Content

The course continues the communicative approach. While listening and speaking continue to be the main focus, reading and writing are increasingly important as aids to learning.

Topics studied in Year 8 include:

- body parts and sickness
- weather and seasons
- sports and leisure interests
- food and eating out
- travel and transport
- French currency
- French regions

Assessment Tasks

All four language skills will be assessed by:

- Speaking tasks
- Listening comprehension tasks
- Reading comprehension tasks
- Writing tasks
- Assigned tasks

Mathematics

MATHEMATICS – YEAR 7

MATHEMATICS IS A CORE SUBJECT.

Outline of Aims

- To consolidate and extend mathematical skills and concepts in the three content strands of the Australian Curriculum: number and algebra, measurement and geometry, statistics and probability
- To develop mathematical communication both orally and in written form
- To apply students' mathematical knowledge to the solution of mathematical problems in unfamiliar situations
- To use calculators and computers appropriately and effectively
- To encourage students to contribute positively to co-operative group work
- To provide the opportunity for students to test their abilities in mathematics competitions and in further extension activities

Content

- Whole numbers
- Geometry
- Number properties and patterns
- Fractions and percentages
- Algebra
- Decimals
- Statistics and probability
- Equations
- Polygons
- Measurement
- Negative numbers

Assessment

- Investigations, problem solving tasks
- Topic tests assess students' proficiency in understanding, fluency, problem solving and reasoning

MATHEMATICS – YEAR 8

MATHEMATICS IS A CORE SUBJECT. THE SCHOOL WILL ALLOCATE STUDENTS TO THE MOST APPROPRIATE MATHEMATICS CLASS ACCORDING TO THEIR ABILITY AND RECENT ASSESSMENT RESULTS.

Outline of Aims

- To consolidate and extend mathematical skills and concepts in the three content strands of the Australian Curriculum: number and algebra, measurement and geometry, statistics and probability
- To develop mathematical communication both orally and in written form
- To apply students' mathematical knowledge to the solution of mathematical problems in unfamiliar situations
- To use calculators and computers appropriately and effectively
- To encourage students to contribute positively to cooperative group work
- To provide the opportunity for students to test their abilities in mathematics competitions and in further extension activities

Content

- Integers
- Lines, shapes and solids
- Percentages, decimals and fractions
- Measurement
- Algebra
- Equations and inequalities
- Linear functions
- Ratio
- Probability and statistics
- Transformation and congruence

Assessment

- Investigations, problem solving tasks
- Topic tests assess students' proficiency in understanding, fluency, problem solving and reasoning

Music

MUSIC – YEAR 7

Outline of Aims

- To provide an opportunity for all students to play a musical instrument
- To provide a valued and enjoyable musical experience
- To develop the ability to recognise and demonstrate the elements of music
- To develop the skills of music reading

Content

Students experience music through playing, performing, composing and analysing. Areas covered include:

- every student learns to play a woodwind, brass or string instrument of their choice
- every student sings in every class
- Group performance
- Music listening skills

Assessment

- Practical work
- Skill development
- Class participation

Outline of Aims

- To provide a valued and enjoyable musical experience
- To provide an experience of playing in a musical ensemble
- To experience working and creating in a self-directed small group
- To use BYOD to learn the basics of song writing

Content

- Students experience music through composition and collaboration
- Students will create music using Loops and notation based programs
- Students will use their BYOD to compose their own original works

Assessment

- Understanding and using structured form in music
- Composition
- Scripting and recording a podcast
- Musical Soundscapes

Science

SCIENCE – YEAR 7

Outline of Aims

In their first secondary year of science, it is important that students are allowed to be creative and inquisitive about the world in which they live. Their first year of secondary science includes a variety of practical activities that can be used to develop a rich understanding of scientific principles.

The course is designed for students to:

- develop curiosity about the natural world
- develop an appreciation of the Scientific Method, including observing the world around them and forming inferences about these observations
- develop the practical and analytical skills that are necessary to investigate phenomena both inside and outside the laboratory
- further build a base of factual and conceptual knowledge of the physical, chemical and biological world that assists them to better understand their observations
- develop science literacy skills to help build capacity to communicate their knowledge of science effectively
- incorporate information technology in the teaching and learning of science that allows for the collaboration of new ideas, new skills and the sharing of knowledge and applications of scientific principles

Content

- Safety in the laboratory and separating mixtures
- Forces and machines
- Classification and ecosystems
- Earth's natural resources and sustainability

Practical Component

Practical experiments and learning activities form an integral part of the course. Students use a variety of practical skills to collect and analyse data, which is used to help formulate conclusions. The development of these skills is sequential and an essential part of the study of science. Students use a variety of analytical skills, including tabulation and graphical representation of data, using both traditional manual methods and computerised technology to create graphs, tables and other forms of data collection and display.

Assessment

- Project work
- Data analysis and application tasks
- Practical reports
- Topic tests

Outline of Aims

The Year 8 science course allows students to make connections from their work in Year 7 and continue to develop a deeper understanding of concepts and skills that are unique to the study of science. It allows students the opportunity to continue:

- to develop curiosity about the natural world
- to build on scientific methodology as a unique way of observing the world around them and to deepen their understanding of their observations using science
- to develop the practical and analytical skills which are necessary to investigate natural phenomena both inside and outside the laboratory
- the pursuit of scientific knowledge of the physical, chemical and biological world to assist with understanding observations
- to further develop the students' science literacy skills to help build capacity to communicate their knowledge of science effectively
- to build on the use of information technology in the learning of science, which allows for the collaboration of new ideas, new skills and the sharing of knowledge and applications of scientific principles
- to expand and evolve the STEM approach to learning

Content

- Atoms and chemical changes
- Cells and body systems
- Energy
- Earth Science

Practical Component

Practical experiments and learning activities form an integral part of the course. Students use a variety of practical skills to collect and analyse data, which is used to help formulate conclusions. The development of practical skills is sequential and an essential part of the study of science. Students use a variety of analytical skills, including tabulation and graphical representation of data, using both traditional manual methods and computerised technology assisted graphs, tables and other forms of data collection and display.

Assessment

- Project work
- Data analysis and application tasks
- Practical reports
- Topic tests

YEAR 8 ESTEAM

(Enterprise Science Technology
Engineering Arts Mathematics)

Key purpose, aims, skills and outcomes identified:

- Community – local (Yarra Valley) and global engagement
- Transferable 21st Century skills
- Creativity
- Entrepreneurial skills
- Problem solving
- Financial
- Digital citizenship
- Collaboration and team work

With the opportunity for cross curricular, team teaching, mentoring / facilitating and a celebration outcome to be included.

Key content areas and focus areas identified:

- Coding
- Robotics
- Product Design
- Food
- Entrepreneurial skills
- Financial
- Digital
- Engineering
- Celebration of Outcome

These factors are then grouped to make clusters for a trimester based subject:

1. Coding, robotics and product design
2. Food / entrepreneurial skills
3. Engineering and design

CODING, ROBOTICS AND PRODUCT DESIGN

ESTEAM Robotics aims to develop students' knowledge of robotics programs, programming and applications through a hands-on interaction which allows students to gain a better understanding of how technology works in the real world.

The curriculum introduces students to existing robot and robotic examples which allows them to develop their initial understanding of the current context.

Students explore software applications to build their skills in programming and coding to complete a variety of set tasks and actions through their robot.

Finally, the curriculum extends the students' developed knowledge to problem solve using a physical robot. The robot's initial functions must be expanded through the design engineering process to allow for set programming to take place along with solving issues that are inherent when responding to a real life scenario.

Students develop and utilise skills in communication, digital citizenship, programming, collaboration, teamwork and digital technology.

FOOD AND ENTREPRENEURIAL SKILLS

The aim of this subject is to equip young people with the skills and knowledge to be able to produce nutritious and tasty food, as well as learning vital knowledge about how to run a successful business.

In Food Studies, the technology process is followed closely to investigate, design, produce and evaluate. Students begin by learning the 'essentials of the kitchen'. This includes familiarising themselves with the layout of the kitchen, safety and hygiene principles, correct cleaning techniques and general rules and procedures of the kitchen. Students then follow the technology design process in preparation for Market Day.

Assessments

- Group assignment outlining preparation process for Market Day
- Individual practical and theory skills including successful completion of course booklet

ENGINEERING AND DESIGN

Engineering and Design aims to develop students' knowledge of designing, building and evaluating project based tasks. The program is a hands-on subject, which allows students to gain a better understanding of how technology works through the building and design process. Students will also have an opportunity to investigate different tasks that will be integrated with some of their projects.

Students will undertake a design project. During the project, students will use their skills in co-operation and teamwork. They will use creativity and engineering skills to design, build and evaluate each of their 'builds'. This part of the ESTEAM project involves Science, Mathematics, Engineering and Art and Design.

Sport

SPORT – YEAR 7 AND YEAR 8

Outline of Aims

- All students have access to a summer and winter season of Sport. It is hoped that students choose to participate in both seasons
- Students may wish to be involved in our comprehensive AGSV athletics, swimming and cross country program
- Students have the chance to develop / enhance motor skills through the sports that they play
- Students have the opportunity to develop their fitness levels to be an active and healthy contributor to their sport
- Expose students to qualities such as fairness, co-operation, empathy, resilience, leadership and cooperation through their participation in the program
- Develop social skills via interactions with team mates, coaches and opposition players throughout each season

Content

Inter-School Program

Summer sports

Boys	badminton, cricket, tennis, basketball, table tennis, volleyball
Girls	volleyball, softball, tennis, touch football

Winter sports

Boys	Australian Rules football, soccer, hockey, cross country
Girls	netball, hockey, basketball, soccer, aerobics

Swimming

Boys	Term 1
Girls	Term 1

Athletics

Boys	Term 3
Girls	Term 3

Cross country

Girls	Term 3
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In addition to the above, opportunities also exist for students to represent the School in snow sports, golf, kayak and canoeing and equestrian competitions.

Inter-House Program

Inter-House competitions are held in swimming, athletics, cross country and a range of sporting activities to be decided by the Sports Department.