

Year 7 Term 2 2026 Curriculum Overview

<p>Maths</p> <p>Exam 1 – Finalising unit 1, Students will break numbers into parts, including writing numbers in expanded form and using prime factors. Students will practice working with square numbers and square roots, as well as adding and subtracting positive and negative numbers. Project 1 - Students will apply the statistical investigation process to obtain numerical data related to questions of interest, choose displays for the distributions of data and interpret summary statistics for determining the centre and spread of the data in context</p> <p>Exam 2 – Students will conduct probability simulations and experiments involving chance events, construct corresponding sample spaces and observe related frequencies, comparing expected, simulated and experimental results.</p>	<p>English</p> <p><i>A Time For Dreaming</i> is a unit that is focused on the role narratives play in the culture of First Australians. Students will discuss, express and expand upon cultural representations through the study of well-known First Australian texts. Students recognise that the narratives of First Australians hold cultural knowledge, such as the interconnectedness of people, animals and the land; moral values, including humility and respect for everything and everyone around us; and scientific understandings, such as the impact of flood and why specific animals behave as they do. Students will participate in a small group, Interactive Discussion (Part A) for an audience of their teacher and peers. They will then develop their own Indigenous Narrative, which they will present as a Short Film (Part B) including audio and visual content, suitable for streaming online.</p>
<p>Design and Technologies: Food Specialisation</p> <p>Year 7 Design and Technologies: Food Specialisation introduces students to the knowledge and skills needed to safely prepare, cook and evaluate food. Students learn about kitchen safety, hygiene, nutrition, food preparation techniques and the importance of healthy eating. They explore how food choices are influenced by culture, sustainability and personal needs while developing practical cooking skills and confidence in the kitchen. Through hands-on activities and design challenges, students learn to plan, create and evaluate food products using the design process. Students will work in pairs and utilise their kitchen garden ingredients they have been growing to design and prepare a healthy snack. They will then create a “Fight Food Waste” campaign, aimed at informing people on how they can avoid food waste.</p>	<p>Humanities</p> <p>In the <i>Place and Livability</i> unit, students explore the “tree change” or “sea change” trend. They will study the effects of the movement of people and why we choose to live where we do, assessing the impact this has on the perceived importance of people, places and environments. They will also discuss possible issues and solutions to the growing movement of individuals for small country towns like Charleville. The unit focuses on students building understanding and competency of skills required to collect and analyse data from primary sources and communicate these findings to audiences.</p> <p>Students prepare a Migration Report, drawing conclusions from their research and developing a strategy to support population growth in the local area.</p>
<p>Science</p> <p>In term two’s Chemistry unit, students will use particle theory to explain the physical properties of substances and develop processes that separate mixtures. The Year 7’s will bring it their own water sample to investigate water quality in the Murweh region. Students will explain how scientific responses are developed and can impact society and explain the role of science communication in shaping viewpoints, policies and regulations. They will identify potential ethical issues and intercultural considerations and identify evidence to support their conclusions and construct arguments to support or dispute claims.</p>	<p>Visual arts</p> <p>In Term 2’s Visual Art unit, students will explore the cultural significance of masks and investigate how artists use visual conventions, materials and processes to communicate ideas and meaning. Students will research Indigenous and tribal masks from different cultures and examine how art can represent personal connections to Country/Place and cultural identity. Through experimentation in their visual diary, students will analyse artworks and develop ideas. Students will then design and create a resolved plaster mask using plaster, acrylic paint and found objects to communicate their own ideas, perspectives and meaning.</p>

Health and Physical Education

In term two the Year 7 students are looking at developing a strategy to engage and encourage teens aged 10–19 years to recognise and look after their mental health. They will consider the factors to look after our mental health include: completing enough physical activity and eating a nutritious, balanced diet.

Students will collate their research and suggested strategies into a pamphlet or a slide show demonstrating their ability to: analyse health information and messages to propose strategies that enhance their own and others' health, and wellbeing, and propose and evaluate strategies designed to achieve personal health and wellbeing outcomes.

Visual Art	Assessment Details
Teacher: Liz C Cunningham Email: egrma10@eq.edu.au	Technique: Project — develop ideas and make artwork/s (Multimodal) Conditions: Visual Diary, 300-word analysis & Plaster Mask Draft: Week 5 Friday (22/05/26): Check Point 1: Visual Diary Checklist (Analysis) Week 7 Friday (05/06/26): Check Point 2: Visual Diary Checklist (Development) Final: Week 9 Tuesday (19/06/26): Students to submit Visual Diary (or electronic equivalent) and resolved plaster mask.
English	Assessment Details
Teacher and Email: Christine Lee: clee8@eq.edu.au Dani Stickler: drsti0@eq.edu.au	1. Technique: Extended Response – Spoken/Multimodal Conditions: 2-3 minutes Draft: Part A (Partner Discussion): Week 6, Friday (29/05/2026) Part B (Short Film Narrative Written): Week 8 Final: Part A (Partner Discussion): Week 7, Tues-Wed (02-03/06/2026) Part B (Short Film Narrative): Week 9, Thursday (18/06/2026)
Food Technology	Assessment Details
Teacher: Brooke Sherrington Email: bkshe1@eq.edu.au	Technique: Project Conditions: Written (200 – 300 words); practical item Check points: Weekly during class time Final: Practical item (week 8 – Thursday or Friday 11 th /12 th June); Written booklet (week 9 – Thursday 18 th June)

Health and Physical Education	Assessment Details
Teacher: Rachael Miller Email: rmill423@eq.edu.au Teacher: Georgia Wall Email: gwall89@eq.edu.au	Technique: Project Conditions: 400-600 words Draft: Week 6, week beginning 25/5/2026 Final: Week 8, Week beginning 8/6/2026
Humanities	Assessment Details
Teacher: Brodie Hogan Email: bhoga60@eq.edu.au Teacher: Gina Walker Email: gxwal5@eq.edu.au	Technique: Investigation – Written Conditions: 400-500 words Draft: Week 8, week beginning 8/6/26 Final: Week 9, week beginning 15/6/26
Maths	Assessment Details
Teacher: Robert Dezwart Email: rdezwo@eq.edu.au Teacher: Emily Murphy Email: emurp74@eq.edu.au	Technique: 1. Exam 1 – Number 2. Project – Statistics Investigation 3. Exam 2 – Probability Conditions 1. Exam, 70 Minutes, Unseen Questions, Tech Free 2. Project, up to 600 words, 8 Lessons in class, in class monitoring 3. Exam, 70 Minutes, Unseen Questions Final: 1. Exam 1 – Week 3, week beginning 4/5/2026 2. Project – Week 7, week beginning 1/6/2026 3. Exam 2 – Week 9, week beginning 15/6/2026
Science	Assessment Details
Teacher: Robert Dezwart Email: rdezwo@eq.edu.au Teacher: Rachael Miller Email: rmill423@eq.edu.au	Technique: Investigation Conditions: 4 weeks, group (experiment), individual (report), 400-600 words. Draft – Week 8, week beginning 8/6/26 Final – Week 9 – 19/6/2026

Leadership Team Term 2 2026	
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