

Year 7 Term 1 2026 Curriculum Overview

<p>Maths</p> <p>In this unit, students will be developing an understanding of numbers and how to use them in everyday situations. Students will learn how to 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. Students will use all four operations (addition, subtraction, multiplication and division) with fractions and decimals and learn efficient strategies for solving problems. Students will also learn to move between fractions, decimals and percentages to make calculations easier.</p>	<p>English</p> <p>In this unit students will explore the world of poetry. They will learn about 4 different types (acrostic, haiku, cinquain, limerick), interacting with poems written by others and practicing writing poems of their own. They will be given consistent feedback on their work to help guide their learning. Students will also learn about the themes for their unit (discrimination, technology, and poverty) and the ways these themes impact humans across the globe. The assessment will be distributed in week 6 and have two weeks to draft an anthology of poetry based on the themes. In week 8 students will reflect on the poetry that they created and write about it. They will apply draft feedback before their submission in week 9.</p>
<p>Humanities</p> <p>In this unit, students will explore what it means to be an entrepreneur and how to create businesses that meet people's needs, take risks, and turn ideas into successful ventures.</p> <p>Students will investigate topics like why people work, how they earn money, and the different types of jobs. They will also learn how resources are shared in an economy and the responsibilities of individuals and businesses to provide fair and inclusive products and services.</p> <p>As part of an assessment project, students will take on the role of an entrepreneur in a "Shark Tank"-style challenge. They will create a product or service that promotes inclusivity and community cohesion and learn how to pitch their idea. While doing this, they will learn important skills like analysing information, communicating their ideas, making decisions and reflecting on the outcomes, and understanding the values that help Australian communities work together.</p>	<p>Health and Physical Education</p> <p>This topic helps students understand what respectful relationships look like. Students will learn how communication, equality and managing emotions all play an important role in building healthy relationships. They will learn that they will experience many different types of relationships throughout their lives and that these relationships can have a strong influence on how students see themselves and shape their sense of identity.</p> <p>Throughout this topic, students will develop practical interpersonal skills to help them respond appropriately in positive and negative situations. Students will also learn about the importance of consent, fairness and equality in all relationships. By the end of this topic, students will understand how developing respectful relationships supports their wellbeing, strengthens their sense of identity and helps them feel connected and valued within their communities.</p>
<p>Food Technology</p> <p>In this unit, students will explore food and fibre production specifically in a local context. Across the term they will investigate sustainability, food production processes, and fibre production within Australia. They will design and create a small kitchen garden that provides commonly used fresh produce, which is often expensive, difficult to access, or frequently wasted in the Charleville community. The goal is to develop a functional, sustainable, and efficient garden that meets local needs and environmental conditions.</p>	<p>Science</p> <p>In this unit, students will learn about the Earth, the Sun, and the Moon, and how they move. Students will explore how these cycles cause the things we see on Earth, like day and night, the phases of the Moon, tides, eclipses and seasons. Students will also learn that scientific ideas can change over time as new information is discovered and will practice sharing their ideas clearly by using the right words, pictures, and text features so others can easily understand their learning.</p>

<p>The Arts</p> <p><i>What We Do in The Shadows</i> is a unit in which students will explore, through an investigation of the puppetry of Southeast Asia, how the elements of drama are used, combined and manipulated to create dramatic meaning for an audience. Students will investigate the materials and techniques used to create puppets, exploring sustainable production practices and designing thinking processes. As part of their summative assessment, students evaluate a professional shadow puppetry performance, with a focus on how culture, time and place is represented. They plan and develop their own Shadow Puppet production (Part A), manipulating the elements of drama and conventions through a script, storyboard, puppet and set elements. Students then perform their shadow puppetry script</p>	
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Maths	Assessment Details
Teacher name: Robert Dezwart Email: rdezwo@eq.edu.au Teacher name: Emily Murphy Email: emurp74@eq.edu.au	Technique: Exam Conditions: Unseen Task, Individual, No Calculators, 60 minutes, Multiplication sheet allowed Exam 1: 19/02/2026 Technique: Exam Conditions: Unseen Task, Individual, Calculators, 70 minutes, Multiplication sheet allowed Exam 2: 26/03/2026
English	Assessment Details
Teacher name: Christine Lee Email: clee8@eq.edu.au Teacher name: Dani Stickler Email: drstic0@eq.edu.au	Technique: Anthology of Poems & Reflection Conditions: Short Response, independent, written, 400-500 words Distributed: Monday 2 March 2026 Draft Poetry: Friday 13 March 2026 Draft Reflection: Tuesday 17 March 2026 Final: Tuesday 24 March 2026
Science	Assessment Details
Teacher name: Robert Dezwart Email: rdezwo@eq.edu.au Teacher name: Rachael Miller Email: rmill423@eq.edu.au	Technique: Multimodal Presentation Conditions: 400 words / 2 mins, Access to internet, students workbook Draft: 13/03/2026 Final: 20/03/2026

Health and Physical Education	Assessment Details
Teacher name: Rachael Miller Email: rmill423@eq.edu.au Teacher name: Jonathon Alexander Email: jalex158@eq.edu.au	Technique: Exam Conditions: Supervised in class assessment. Practice exam: Week 7 Monday 9 th March Final exam: Week 8 Monday 16 th March
Humanities	Assessment Details
Teacher name: Gina Walker Email: gxwal5@eq.edu.au Teacher name: Brodie Hogan Email: bhoga60@eq.edu.au	Technique: Product Design & Pitch Conditions: Individual Task, Script, Design and Recording or Live Presentation, 2-3 minutes Checkpoint 1 : Week beginning, 9 th March Draft : Week beginning, 16 th March Final: Week beginning, 23 rd March
The Arts - Drama	Assessment Details
Teacher name: Liz Cunningham Email: egram10@eq.edu.au	Technique: Performance (puppet show) Conditions: <ul style="list-style-type: none"> • Open access to resources • Evaluation – Individual – 250 words • Performance – Pairs – 1-2 minutes per person • 6 weeks' notice of the task Draft: Week 5 – Friday (27/02/26) Draft Evaluation Task Week 8 – Friday (20/03/26) Storyboard, script, puppets and set elements due Final: Week 6 – Thursday (05/03/26) Final Evaluation Task Due Week 9 - Thursday (26/03/26) Final Performances.
Food Technology	Assessment Details
Teacher name: Brooke Sherrington Email: bkshe1@eq.edu.au	Technique: Project Conditions: This assessment task will be completed over several lessons, in class, 200 – 400 words, Teacher to approve design solution Due Date: Theory – Thursday 19/03/2026 (week 8) Practical – Thursday 26/03/2026 (week 9)

Leadership Team Term 1 2026	
Elizabeth Mayo ehand15@eq.edu.au	Principal
Brad Lines blines1@eq.edu.au	Deputy Principal Senior Secondary
Jarlath Scannell jscan28@eq.edu.au	Deputy Principal Junior Secondary
Kerrie Pheby kpheb1@eq.edu.au	Guidance Officer
Amy Roughan arrou0@eq.edu.au	Head of Curriculum
Fiona Scannell fscan2@eq.edu.au	Head of Department Professional Learning, Beginning and Rural Teachers (BART)
Gina Walker gxwal5@eq.edu.au	Head of Department Students With Disabilities