CHARLEVILLE STATE HIGH SCHOOL

PO Box 314, Charleville, Qld, 4470
Telephone: 4656 8888

Year 7 Term 4 2026 Curriculum Overview

Drama

In this Drama unit, students explore the art of storytelling through South East Asian shadow puppetry, focusing on the traditional Indonesian form, Wayang Kulit. They participate in a puppetry workshop, create their own puppets and scripts, and learn to use lighting, sound, and movement to enhance storytelling. Students study both Western and non-Western tales and examine how drama communicates ideas and culture. The unit ends with a student performance and evaluation of a professional show, developing creativity, teamwork, and performance skills.

English

In this unit, students explore diverse cultures and experiences in the Asia region, focusing on refugees and global issues. Through the novel *Boy Overboard* by Morris Gleitzman, they develop empathy and perspective, while analysing literary style and storytelling. Students examine how language shapes meaning, then apply this understanding to create a short social media video script and a linked Facebook post that explore key elements of the novel. This fosters creativity, critical thinking, and an appreciation for different perspectives.

Digital Technology

In this unit, students will extend their programming and coding knowledge using Scratch. In the assessment, students will develop a portfolio showing your creation of an educational game using general-purpose programming that will teach your peers about an event, system, or process involving the solar system.

History

In this unit, students explore Egypt and its lasting impact today. They examine the deep history of First Nations Peoples and their connection to the land. Students take on the role of an archaeologist, studying artefacts and sources to learn about significant people, events, and developments. They use historical knowledge and evidence to describe perspectives, causes, and effects of change over time. As a practical task, students create a replica of an artefact to display in an exhibition, showcasing their understanding of history.

Design and Technologies: Food Specialisation

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.

Maths

In this unit student will begin with the topic of measurement and will use formulas to determine the areas of triangles, parallelograms and rectangles. They will also use these formulas to determine the volumes of rectangular and triangular prisms. Students will demonstrate these skills in a problem-solving task, due week 5, by redesigning the school Ag Plot, choosing appropriate shapes for garden beds and key elements needed for outdoor learning and justify they have designed the “best” new design using the areas and volumes that they calculate. Students will finish the term on the topic of shape where they will sit a mini exam, in week 8, to apply knowledge of angle relationships and the sum of angles in a triangle to solve problems and classify polygons according to their features.

Science

In this biology unit, students will explain how biological diversity is ordered and organized, and represent flows of matter and energy in ecosystems and predict the effects of environmental changes. Students will work **individually** to develop a report on a species and ecosystem of their choosing, investigating and reporting on the effect of removing that species on the food webs and food chains in that ecosystem. Students will be provided with a stimulus to help choose their species and a report template to guide how they present their findings, submitting a draft in week 6 for feedback from their classroom teacher.

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Drama	Assessment Details
Teacher name: Liz Cunningham Email: egram10@eq.edu.au	Conditions: Open access to resources Evaluation – Individual – 250 words Performance – Pairs – 1-2 minutes per person 6 weeks' notice of the task Due Dates: • Week 4 – Friday (30/10/26) Draft Evaluation Task to be submitted and written feedback will be provided by your teacher. • Week 6 – Thursday (12/11/26) Final Evaluation Task Due, edited based on draft feedback from your teacher. • Week 6 – Monday and Thursday (09/11/26-13/11/26) Dress Rehearsal to be completed and written feedback will be provided by your teacher. • Week 7 – Friday (20/11/26) Storyboard, script, puppets and set elements due. • Week 8 - Thursday (26/11/26) Final Performances.
English	**Assessment Details**
Teacher: Katherine Neucom Email: kxgou0@eq.edu.au Teacher: Christine Lee Email: cxlee8@eq.edu.au	Technique: Extended Response Conditions: • 400-500 words • Part A: Script and Part B: Facebook Post Due Dates: • Week beginning 3/11/26: Draft Script (Part A) due. • Week beginning 11/11/26: Draft Facebook Post (Part B) due. • Week beginning 25/11/26: Final Part A and Part B due.
Digital Technology	**Assessment Details**
Teacher: Dave Thomson Email: dxtho5@eq.edu.au Teacher: Georgia Wall Email: gwall89@eq.edu.au	Technique: Practical portfolio Conditions: Written response (400 words); Visual response (submission of game) Checkpoints: Week 6, Wednesday 11/11/26- Parts A-C completed • Final: Week 8, Wednesday 25/11/26
Design and Technologies: Food Specialisation	**Assessment Details**
Teacher: Brooke Sherrington Email: bkshe1@eq.edu.au	**Technique:** Project **Conditions:** • Written (200 – 300 words) • Practical item • In-class individual and collaborative task

	Checkpoints: • Weekly during class **Final:** • Practical item (Week beginning 2nd November) • Written booklet (Friday 27th November)
History	**Assessment Details**
Teacher: Brodie Hogan Email: bhoga60@eq.edu.au Dani Stickler Email: Drsti0@eq.edu.au	Technique: Project Conditions: • 400-500 words • Research and Journal entries Due Dates: • Week 6 beginning 09/11/26: Draft Booklet Due • Week 7 beginning 16/11/25: Final Copy of Assessment Booklet due. • Week 8 beginning 23/11/25: Part B Costume Design
Maths	**Assessment Details**
Teacher: Mr Dezwart Email: rdezw0@eq.edu.au Teacher: Ms Murphy Email: emurp74@eq.edu.au	Task 4.1 Technique: Project Conditions: 3 weeks (9 lessons), 400–600 words, Open book, individual task. Final: Thursday 5th November Task 4.2 Technique: Examination Conditions: 60mins, supervised in class. Final: Thursday 26th November
Science	**Assessment Details**
Teacher: Mr Dezwart Email: rdezw0@eq.edu.au Teacher: Miss Miller Email: rmill423@eq.edu.au	Technique: Research Investigation Conditions: 4 weeks, 400-600 words, access to computers and internet, individual report. Draft: Week 7 Friday 20/11/26 Final: Week 8 Friday 27/11/26

Leadership Team Term 4 2026	
Jarlath Scannell jscan28@eq.edu.au	Principal
Brad Lines bline1@eq.edu.au	Deputy Principal Senior Secondary
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