

# YEAR 7

CURRICULUM OUTLINE | 2020



WILDERNESS  
SCHOOL

ALWAYS *True*

# Wilderness Middle School Curriculum 2020



Indicates all students take this subject



Elective subjects



Indicates prerequisites

Year 7	Year 8	Year 9
Art	Art	Art
Chinese (Mandarin)	Chinese (Mandarin)	Chinese (Mandarin)
Drama	Drama	Drama
English	English	English
	Enterprise and Innovation	Design Technology
French	French	French
Geography	Geography	Geography
Health and PE	Health and PE	Health and PE
History	History	History
Mathematics	Mathematics	Mathematics
Multi Media	Multi Media	Multi Media
Music	Music	Music
Outdoor Education	Outdoor Education	Outdoor Education
		Philosophy
Science	Science	Science
SPARc	SPARc	
STEM	STEM	Subs in Schools
Wellbeing	Wellbeing	Wellbeing

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# Learning for Life

## **Curriculum Outline**

Wilderness provides a positive, nurturing, success orientated environment where we recognise and cater for individual differences. Our curriculum is constantly evaluated to ensure the best possible education to meet each girl's needs in our constantly changing world.

The Subject Flow Chart shows compulsory and optional subjects, prerequisites and subject offering for Year 7 to 12.

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# Art

## Aims

This course aims to:

- encourage students to participate in and enjoy a range of art experiences
- develop student confidence in making and evaluating art
- encourage creativity and sensitivity in the use of materials
- foster an appreciation and understanding of art within different cultural and historical contexts

## Content

Themes include:

- Ourselves and our community/environment
- Multicultural Australia
- Traditional and Contemporary Aboriginal Australian Art
- Ideas introduced by the Artist in Residence
- Responses to school and community events
- Visual awareness/dreaming/imagination

Students have the opportunity to experience working with a wide range of materials and media. Drawing, painting, printmaking, sculpture, mixed media and clay work will be practised. The computer is also used as a creative tool. Artists whose works relate to the students' practical work are introduced. These include Australian, Aboriginal Australian, Asian and European artists.

## Approach

Students will work independently and in groups. Students will have the opportunity to increase their understanding and appreciation of original works of art in the school collection and gallery through the school's Artist in Residence program and excursions to exhibitions and art events.

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# Chinese

## **Aims**

This course aims to develop in students an understanding and an appreciation of the Chinese language and culture through:

- learning about China and the Chinese language
- using the Chinese language to communicate in simple situations, both orally and in written tasks

## **Content**

The course consists of a variety of topics of interest to students of this age, including Who am I?, Colours, Clothing and Food. Students will be introduced to Chinese characters, however, the emphasis is on speaking and understanding the Chinese language and producing simple written texts.

## **Approach**

The course uses an intercultural approach to language learning with students being encouraged to use the language in meaningful ways, either individually, in pairs or in small groups. The course is designed so that students develop confidence to use the language in everyday situations. Relevant aspects of the Chinese culture are also explored and students are encouraged to question their preconceptions.

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# Drama

## **Aims**

This course aims to introduce students to the processes and skills on which future Drama studies will be based, including identifying and analysing how the elements of drama are used, combined and manipulated in different styles. Students will begin to appreciate the place of dramatic presentation as a vital part of any culture and begin to communicate their ideas through drama.

## **Content**

Class activities will include collaborating in groups to develop improvisation, voice and movement, character and ensemble skills. Initially work will be improvisation and then it will proceed to script or scenario derived activity. Visual, oral and aural processes will be highlighted, and students will begin to appreciate the complexity of performance. They will use performance skills and design elements to shape and focus theatrical effect for audiences in a variety of performance contexts.

## **Approach**

Confidence building and ensemble skills are developed through a variety of Drama games, activities and workshops. Students will be encouraged to develop their presentation skills and to begin to analyse plays as a performer and as an audience member. Discussion and experimentation are an important part of the approach as well as the interpretation and creation of characters from stories and scripts. Students are encouraged to be actively and productively involved in all class activities.

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# English

## Aims

In line with the Australian National Curriculum, this course aims to develop in all students the ability to critically and creatively speak, listen, read, view and write for a range of audiences and contexts. Students comprehend, create, evaluate and explicitly discuss a range of literary, informative and persuasive texts.

Students' interactions with others involve modifying their opinions and recognising perspectives of readers, viewers and listeners. Students use ICTs in a range of formats.

Students read fiction, non-fiction, poetry, film and multimodal, media and digital texts with increasingly abstract ideas.

The range of literary texts includes Australian literature, including Indigenous literature and world literature, drawn from classic and contemporary texts, including texts from Asia.

## Content

<i>Language</i>	<i>Literature</i>	<i>Literacy</i>
<ul style="list-style-type: none"><li>• Language variation and change</li><li>• Language for interaction</li><li>• Text structure and organisation</li><li>• Expressing and developing ideas</li></ul>	<ul style="list-style-type: none"><li>• Literature and context</li><li>• Responding to literature</li><li>• Examining literature</li><li>• Creating literature</li></ul>	<ul style="list-style-type: none"><li>• Text in context</li><li>• Interacting with others</li><li>• Interpreting, analysing evaluating</li><li>• Creating texts</li></ul>

## Approach

This course effects a transition from Junior School English to Middle School English. Oral and written activities are undertaken in conjunction with reading and viewing, where increasingly girls are learning to think critically. There is opportunity for group work, performance and the publication of polished products. When writing, continued attention is given to the girls' communication of meaning, their organisation of ideas and the accuracy and appropriateness of their expression.



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# French

## **Aims**

This course is designed to instil in the students a love and understanding of the French language by encouraging them to:

- gain experience and develop self-confidence in oral and aural skills
- learn about France and its culture
- use basic language structures in written tasks

## **Content**

The course presents a variety of topics of interest to students of this age including living environment and hobbies. There is a strong emphasis on oral and aural skills, while simple writing activities are encouraged.

## **Approach**

The course is student-centred with individual, pair and group activities. Core tasks are set, which are achievable by all, and students are encouraged to express themselves according to their individual skill level. Assessing and monitoring of each student's progress take place on a regular basis.

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# Geography

## **Aims**

In line with the Australian Curriculum, this course aims to develop students' geographical knowledge, understanding and skills through the inclusion of inquiry questions and specific inquiry skills, including the use and interpretation of maps, photographs and other representations of geographical data.

Key areas for Year 7 Geography include how people's reliance on places and environments influence their perception of them, what effects the uneven distribution of resources and services have on the lives of people and approaches that can be used to improve the availability of resources and access to services.

## **Content**

What is Geography?

- Finding our way - maps and their uses
- Natural resources - with a focus on water
- Settlement patterns

## **Approach**

Students are able to progress at a rate and level best suited to their individual abilities through group work, discussions, creative tasks, research, reading, writing and oral presentation. Excursions, field study trips and audio-visual aids are used to add further depth to some topics.

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# Health & Physical Education

## Aims

Health and Physical Education provides students with an experiential curriculum that is contemporary, relevant, challenging and physically active. Students develop the skills, knowledge, and understanding to strengthen their sense of self, and build and manage satisfying, respectful relationships. At the core of Health and Physical Education is the acquisition of movement skills and concepts to enable students to participate in a range of physical activities – confidently, competently and creatively. As a foundation for lifelong physical activity participation and enhanced performance, students acquire an understanding of how the body moves and develop positive attitudes towards physical activity participation. Movement is a powerful medium for learning, through which students can practise and refine personal, behavioural, social and cognitive skills.

## Outcomes

The focus of each unit will address at least one of the following outcomes:

- Analyse factors that influence emotional responses
- Apply personal and social skills to establish and maintain respectful relationships and promote safety, fair play and inclusivity
- Apply the elements of movement to compose and perform movement sequences
- Demonstrate control and accuracy when performing specialised movement sequences and skills
- Investigate and apply movement concepts and select strategies to achieve movement and fitness outcomes.
- Demonstrate skills to make informed decisions, and propose and implement actions that promote their own and others' health, safety and wellbeing
- Apply movement concepts and refine strategies to suit different movement situations
- Investigate strategies and practices that enhance their own, others' and community health, safety and wellbeing

## Approach

Skill learning is developed through a range of pedagogical approaches, ensuring that learning opportunities are highly transferable across a range of movement activities. Students will be required to mobilise knowledge, pre-existing skills and attitudes to meet complex demands.

Evaluation of their own and others' performance will be developed through practical problem-solving scenarios that encourage design and systems thinking. Students will develop meta-cognitive skills such as critical and creative thinking, while the delivery of this information will further enhance social and emotional skills, including empathy, self-efficacy and collaboration.

Data and digital literacy will be developed through analytical units that require students to reflect on their own and others' performance and participation in physical activity.

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# History

## Aims

In line with the Australian National Curriculum, this course provides a study of history from the time of the earliest human communities to the end of the ancient period, approximately 60 000 BC (BCE) – c.650 AD (CE). It was a period defined by the development of cultural practices and organised societies. The study of the ancient world includes the discoveries (the remains of the past and what we know) and the mysteries (what we do not know) about this period of history, in a range of societies including Australia, Egypt, Greece, Rome, China and India.

The content provides opportunities to develop historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability.

A framework for developing students' historical knowledge, understanding and skills is provided by inquiry questions through the use and interpretation of sources.

## Content

- Students build on and consolidate their understanding of historical inquiry from previous years in depth, using a range of sources for the study of the ancient past
- Students study recent archaeological evidence of humans such as Otzi the Ice Man
- Students investigate in depth an aspect of Greek and or Roman society

## Approach

By the end of Year 7, students suggest reasons for change and continuity over time. They describe the effects of change on societies, individuals and groups. They describe events and developments from the perspective of different people who lived at the time. Students explain the role of groups and the significance of particular individuals in society. They identify past events and developments that have been interpreted in different ways.

Students sequence events and developments within a chronological framework, using dating conventions to represent and measure time. When researching, students develop questions to frame an historical inquiry. They identify and select a range of sources and locate, compare and use information to answer inquiry questions. They examine sources to explain points of view. When interpreting sources, they identify their origin and purpose. Students develop texts, particularly descriptions and explanations. In developing these texts and organising and presenting their findings, they use historical terms and concepts, incorporate relevant sources, and acknowledge their sources of information.

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# Mathematics

## Aims

In line with the Australian National Curriculum, Year 7 Mathematics aims to develop mathematicians who:

- are confident, creative users and communicators of mathematics, able to investigate, represent and interpret situations
- develop an increasingly sophisticated understanding of mathematical concepts and fluency with processes, and are able to pose and solve problems and reason
- recognise connections between the areas of mathematics and other disciplines and appreciate mathematics as an accessible and enjoyable discipline to study

## Content

The Australian Curriculum for Mathematics is described in 3 context strands:

### *Number and Algebra*

- number and place value
- real numbers
- linear and non linear relationships

### *Statistics and Probability*

- chance
- data representation and Interpretation

### *Measurement and Geometry*

- using units of measurement
- shape
- locations and transformations
- geometric reasoning

and embeds the proficiencies of Understanding, Fluency, Problem Solving and Reasoning across the strands.

## Approach

Students are given opportunities to apply their mathematics as widely as possible and to use concrete materials and logical structures as a framework for acquiring experience and familiarity with symbols and abstract concepts. The use of calculators and computers is encouraged throughout the course.

Assessment takes place in different levels and for different purposes and is based on written and oral work, projects and tests. It includes:

- Ongoing formative assessment within classrooms for the purposes of monitoring learning and providing feedback and for students to inform their learning
- Summative assessment for the purposes of reporting to parents and carers on the progress and achievement of students
- Testing of the students' levels of achievement in aspects of numeracy, conducted as part of the National Assessment Program - Literacy and Numeracy (NAPLAN)

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## Multi Media

The Multi Media course highlights the role of digital media in powerful student learning and engagement. Students will learn filmmaking skills including camera use and technique, editing, storyboarding, scriptwriting, production, presentation and analysis.

### **Aims**

As members of the digital generation, living in an interactive visual world, it is important for students to be able to effectively create and publish original digital products. This one term course helps students to develop the skills to communicate effectively in a multimedia world.

### **Content**

Students will develop film production skills, with an understanding of camera techniques, angles, composition, lighting, cinematography, storyboarding, filming and editing. By the end of the semester, they will be confident at creating their own short films that communicate, inspire and entertain.

### **Approach**

Students will work in small teams to explore the process of making short digital films. Together they will investigate, plan, produce and evaluate their work and use different types of software to edit, refine images, mix sounds and publish their digital films. Opportunities for entering short film competitions are offered.

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# Music

## Aims

In line with the Australian National Curriculum, Year 7 Music aims to develop musicians who:

- are creative, innovative, thoughtful, skilful and informed
- interpret, perform and respond to music from a variety of genres and styles
- develop foundation knowledge and skills of music theory and aural acuity
- promote understanding, appreciation and respect for music in different social and cultural contexts across a wide variety of global communities, cultures and musical traditions.

## Content

Music has the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging students to reach their creative and expressive potential. In Year 7 students will:

- play a variety of tuned and percussion instruments and sing in solo and ensemble performance activities
- be introduced to the fundamentals of formal music theory and develop a basic foundation of aural awareness
- explore, research and present a project on traditional music from a global community in the world
- analyse, interpret and study a variety of composers and their original compositions
- use online resources and software to support understanding of theory and aural concepts.

## Approach

Students have two 45-minute lessons per week. In this time, students are exposed to a range of activities that develop their skills as music creators, performers, researchers and analysts. They will work individually, in small groups and as a whole class to extend their critical and creative thinking skills. Collaborative skills and the ability to research with discrimination are reinforced through guided group and project work.

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# Outdoor Education

Environment: Crawford and Robe

Duration: 5 Days

Learning Experiences: On camp, the girls will have the opportunity to participate in 6 core sessions:

- Coastal ecology walk and overnight camp on the Coorong
- Team building games at Crawford including shelter building
- Kayaking and Sailing near Crawford or in Meningie
- Surfing and Snorkelling/Stand Up Paddle Boarding in Robe

In Robe and on the Coorong they will experience introductory camping activities. These include establishing a campsite, erecting tents and cooking on trangias.

## School Values imbedded Outdoor Education at Wilderness School

### *Adventurous Learning*

Outdoor Education provides girls the chance to demonstrate real world application of their learning. It encourages them to take responsible risks and be resourceful with in their environment in order to pursue success. Independence is fostered by girls taking responsibility for their actions and being involved in all aspects of camp life.

### *Responsible Citizenship*

Outdoor Education plays a large role in building an appreciation for the natural environment in our girls and addressing the need for its conservation. Camps introduce them to big subject matters such as the sustainability of our world, Indigenous culture and environmental issues preparing them to be agents of change.

### *Respectful Relationships*

The value Wilderness places on Respectful Relationships is intrinsic to the philosophy embedded throughout Outdoor Education of team work, group cohesion, and relationship building. The girls build and strengthen relationships with peers and adults and their interpersonal and social skills are positively impacted.

### *True and Courageous Self*

Outdoor Education builds girls' character by offering them the opportunity to persevere through challenges, be resilient, develop grit and confidence, and enhance their wellbeing in a safe and supportive environment.



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# Science

## Aims

In line with the Australian National Curriculum, the Year 7 Science course aims to stimulate and develop each student's interest and curiosity in her physical and biological world. It is intended that students gain an appreciation of the value of the scientific method of enquiry and an awareness of the impact of science and technology on society. We aim to develop in our students a responsible attitude and respect for themselves and their environment.

## Content

The ***Science as a Human Endeavour*** strand involves the nature and development of science and the use and influence of science.

The ***Science Inquiry Skills*** strand involves questioning and predicting, planning and conducting, processing and analysing data and information, evaluating and communicating.

The ***Science Understanding*** strand involves:

- Biological Sciences - including organism diversity, classification, foodwebs and human impact
- Chemical Sciences - including mixtures, solutions and separation techniques
- Earth and Space Sciences - including Sun, Earth and Moon; renewable and non renewable resources; water
- Physical Sciences - including gravity and forces

## Approach

Students are encouraged to work in small groups on practical activities in the laboratory, on research activities and in preparation for oral presentations. Individual mastery of concepts and skills is assessed in a variety of ways, including formal testing, written assignments, model building and completion of tasks negotiated according to the needs of individual students. All students will work on an entry for the Oliphant Science Awards during their course of study.

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# SPARC

## Aims

SPARC is a subject that inspires students to develop a deep and lasting understanding of social justice. The key idea presented in SPARC asks girls to consider ***'How do I develop EMPATHY in order to take action on a Global Issue?'***. The subject is built around the Harvard Global Competence Framework which has four lenses for understanding; Investigating the World, Recognising Perspectives, Communicating Ideas and Taking Action. Through a collaborative and action orientated approach, girls' have the opportunity to *"Display understanding, acceptance and respect for others' differences by recognising perspective through social awareness and generosity."* (Collaborative definition by Year 8, 2017).

## Content

In Year 7 students spent a term exploring a range of social, political, environmental, cultural issues and develop a well-rounded understanding of empathy. Student are invited to journal their feelings and experiences using a range of Harvard Thinking Routines, writing and art. By studying images and discussing their ideas in a collaborative context, girls contemplate their place in the world and hone their understanding of what it feels like to walk in the shoes of others.

## Approach

This subject is a challenging and fulfilling journey of self awareness which is developed through conversation, collaboration and reflective thinking. As such the girls must record their shifting attitudes, opinions and feelings in a journal that is reflected by an effort grade.

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# STEM

## Aims

Our **STEM** curriculum is based on the idea of educating girls in four specific disciplines

**Science    Technology    Engineering    Mathematics**

in an **interdisciplinary** and **applied** approach. Rather than teach the four disciplines as separate and discrete subjects, STEM integrates them into a cohesive learning paradigm based on real-world applications.

This course endeavours to excite girls with a natural love for primary STEM fields, to enable them to imagine themselves in this field beyond school. The STEM program provides the opportunity for students to

- Develop problem solving skills
- Experience success in collaborative working
- Enable girls to gain mastery of tool handling
- Build proficiency in problem based thinking through instant challenges

## Content

The course is solution based and provides hands on experience in Engineering, Science, Design and Mathematics. The course aims to nurture an innate curiosity for STEM fields, igniting girls imaginations through participation in open ended tinkering activities where the freedom to explore their creativity and critical thinking without limits is gifted to each girl. In line with contemporary research, the course aims to cultivate girls STEM vocabulary thereby enabling girls to access the discourse of fields that are often closed to women. A joy for partaking in STEM and the development of proficiency in tool handling will enable girls to imagine themselves in STEM professions.

Tool handling and problem solving skills are taught through mini studies these include

- Electrical Circuits
- Physics and Engineering
- Tinkering activities (instant problem solving challenges)

## Approach

Learning experiences are initially guided through exploration of electronic and engineering kits. As girls' confidence and understanding of engineering terms develop each girl is given the opportunity to express herself through instant challenges. These challenges are topic based, for instance make an object that moves using cups and pop sticks or create a pulley using string and drinking straws. Girls are given the opportunity to develop tool handling techniques as well as risk assessment and safe use. Students culminate their learning by completing a Personal Challenge. Using Solution Fluency, problem-solving framework students build a product to required specifications using only the materials provided.

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# Wellbeing

## Aims

The aims of Wellbeing class is to provide:

- a safe environment to develop each girls' understanding of who they are and how to develop their personal strengths and necessary life skills so they can grow and flourish
- practice for students to further develop their personal skills such communication and collaboration skills and apply personal wellbeing concepts
- students the opportunity to examine how connecting to the environment can enhance health and wellbeing

## Content

Topics will be based on the strands of Being healthy, safe and active, Communicating and interacting for health and wellbeing, contributing to healthy and active communities. Some of the topics explored are:

- Growth mindset
- Perfectionism and dealing with failure
- Cyber identity and safety
- Time management & organisation
- Healthy Self Talk & Communication Skills
- Positive Friendships and active kindness
- Personal growth and development: gender and sexual health
- Respecting and valuing diversity
- Leadership, problem solving and goal setting
- Personal and Social capabilities

## Approach

A variety of teaching and learning strategies will be employed: direct instruction, group and class discussion, group work, interactive games, mind mapping, problem solving and dilemmas, questions and role play.

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## Notes

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Notes

