



Richmond State School

Deeds Not Words

Year 7, Term 3 2025 Curriculum Overview

English

In Term Three, the students will be reading the book *Black Snake* – a text that combines imaginative recounts and biographical information about the life of Ned Kelly. After engaging in class reading of the book, they will analyse how Kelly, his family and his actions are conveyed by the author. They will interpret narrative style, vocabulary choices, language features and visual elements to explain how audiences would perceive the Kelly Outbreak in 1870s Victoria.

Key Concepts & Vocabulary: public perception, literary devices, persuasion, visual elements, recount, biographical, folk hero, celebrated criminal, anti-authority figure

Mathematics

In Term Three, Year 7 students will explore concepts of chance and data through both probability and statistical investigations. They will begin by learning the language of probability and using probability scales, fractions, decimals and percentages to describe and compare events. Students will engage in hands-on activities, games and simulations to apply their understanding of chance in real-world contexts. In the second half of the term, students will investigate, collect, organise, and analyse data. They will apply averages (mean, median, mode), construct and interpret graphs, and draw conclusions. Students will use mathematical modelling to communicate their findings through a written statistical report.

Key Concepts & Vocabulary: probability, chance, likely/unlikely, fractions, decimals, percentages, probability scale, outcomes, sample space, data collection, mean, median, mode, column graph, dot plot, line graph, statistical investigation, interpretation, variation, trend

Economics and Business

During Term Three, students will be conducting an inquiry into the factors that affect business operations in Australia. They will use a range of information sources to support ideas that would allow an existing business to benefit from a market opportunity. Students will analyse factors including consumer law, work conditions and community benefits when they select and devise ways for the business to develop alternative services and activities for tourists.

Key Concepts & Vocabulary: business type, consumer, eco-tourism, market opportunity, expression of interest, market economy

Geography

During this term, the students will be exploring the resource nature of water. They will examine how water in its various liquid forms has environmental, economic or social effects. They will evaluate how selected populations interact with water and access safe drinking water. In addition to this, students will be required to interpret climate data from map and graph forms and make their own representations of climate. During the second part of the term, the students will compose an extended response to address a water security issue. Their response will refer to multiple information sources to support their recommendation for a particular water management strategy.

Key Concepts & Vocabulary: climate, scarcity, management, restrictions, rain shadow, economic/social/environmental factors, freshwater, water cycle



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<p>Japanese</p> <p>In this unit, students will explore the concept of community by describing places and activities in your own community and reflecting on your community's identity. In the assessment, students will plan, draft and orally present a community promotional presentation in Japanese to showcase your local community to a Japanese audience that you have never met.</p> <p>Key Concepts & Vocabulary: community, places, activities, promotional presentation, identity</p>	<p>Digital Technologies</p> <p>Students will evaluate information systems that support learning and create an educational digital solution. Learning opportunities include creating an educational game or learning object to educate their peers using a general-purpose programming language.</p> <p>Key Concepts & Vocabulary: code, JavaScript, python, block coding, information systems, digital solutions</p>
<p>Media Arts</p> <p>Students will study the conventions and technical and symbolic elements of magazine covers and how they engage an audience. They will explore how the media creates meaning and engages particular audiences with precision on magazine covers. Students will analyse symbolic elements that identify a target audience for the marketing of a magazine. Students will then engage in a process of analysis and planning to help them to design their own magazine cover, demonstrating their understanding of the conventions of design as well as technical and symbolic elements that are used to engage a specific audience.</p> <p>Key Concepts & Vocabulary: conventions, technical, symbolic, elements of magazine covers, audience, target audience, analysis, design, conventions of design</p>	<p>Health and Physical Education</p> <p>In Health students will engage in a variety of learning experiences about health information and its interpretation. They will investigate the 'Australian Guide to Healthy Eating' and analyse food products to promote the health and wellbeing of individuals and others. They will compare nutritional information on a range of packaging and learn to make healthy food choices. In PE students will apply direction, force and timing when attacking in Oztag. They will build and refine their attack and defensive strategies to suit different movement situations in the game.</p> <p>Key Concepts & Vocabulary: health, recommended dietary intake, wellbeing, nutritional information, direction, timing, attack, defence, oztag</p>
<p>Science</p> <p>Students will understand the relative positions of Earth, the moon and the sun in space. Students will describe the rotations and orbits of Earth and the moon relative to the sun. Students will understand that science knowledge changes with new evidence and they will identify how the positions of Earth, the moon and the sun cause different predictable phenomena such as eclipses, tides, phases of the moon and solar phenomena. Students will explore and compare cultural beliefs related to phases of the moon, eclipses and solar phenomena. Students will examine how science and technology have contributed to understanding solar storms and reducing their effects on Earth.</p> <p>Students will explore the relationship between the tilt of Earth on its axis, its rotation and revolution around the sun, and seasons. They will understand that different environmental factors define the seasons for different cultures. Students will also examine the relationship between the angle of Earth's tilt and the intensity of the sunlight hitting Earth. They will examine data about weather and climate from different sources. Students will understand that the behaviour and appearance of plants and animals and the activity and practices of humans change in response to seasonal changes. They will explore how science understanding influences the development of practices within agriculture.</p> <p>Key Concepts & Vocabulary: Earth, moon, Sun, rotation, revolution, orbit, eclipses, tides, phenomena, seasons, solar, lunar, tilt, axis, intensity of sunlight, weather, climate, data, agricultural science</p>	



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Year 7, Term 3 2025 Assessment Calendar

English Teacher: Ross Theodore Contact: rwthe0@eq.edu.au	Assessment name: Explain meaning in texts Assessment technique: Written exam Due date: Weeks 8 & 9	
Mathematics Teacher: Scott Jeffery Contact: spjef0@eq.edu.au	Assessment name: Probability Exam Assessment technique: Exam Due date: Week 3	Assessment name: Statistical Investigation Report Assessment technique: Assignment Due date: End of Week 9
Science Teacher: Caroline Smith Contact: clsmi4@eq.edu.au	Assessment name: Heavenly Bodies Assessment technique: Exam Due date: Week 5	Assessment name: Sensational Seasons Assessment technique: Multimodal presentation Due date: Weeks 6-9
Geography Teacher: Ross Theodore Contact: rwthe0@eq.edu.au	Assessment name: Explaining water processes, effects and patterns Assessment technique: written exam Due date: Week 5	Assessment name: Managing water in Australia Assessment technique: written exam Due date: Weeks 9 & 10
Economics and Business Teacher: Ross Theodore Contact: rwthe0@eq.edu.au	Assessment name: Responding to business opportunities in the Australian market Assessment technique: Research workbook [word processed] Due date: Throughout Semester Two, to be completed by Week 7, Term Four	
Technologies Teacher: Caroline Smith Contact: clsmi4@eq.edu.au	Assessment name: Get serious about games Assessment technique: Portfolio Due date: Throughout Semester Two, completed by Term Four Week 6	
Health and Physical Education Teacher: Jaimee Baartz Contact: jbaar16@eq.edu.au	Assessment name: Super Snacks Assessment technique: Research Task & Action Plan Due date: Weeks 6 - 9	Assessment name: Oztag Assessment technique: Practical Due date: Weeks 8 & 9
Media Arts Teacher: Caroline Smith Contact: clsmi4@eq.edu.au	Assessment name: Gotcha covered – Magazine cover design Assessment technique: Portfolio Due date: Throughout Semester Two, to be completed by Week 6, Term Four	
Japanese RSS Teacher: Caroline Smith Contact: clsmi4@eq.edu.au	Assessment name: Welcome to my community Assessment technique: Oral Due date: Week 8	