

# John Fawkner College

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## Middle Years Curriculum Guide

**YEAR 7**  
**2017**

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## **YEAR 7 CURRICULUM**

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# GENERAL INFORMATION

## KEY CONTACT STAFF 2017 -

**Principal:**

Paula Condell

**Assistant Principal:**

Josie Costanzo

**Later Years/ Pathways Leader**

Josie Costanzo

**Student Learning Leader:**

Mr Russell Wigginton

**Student Management Leader:**

Mr Graham McKee

**Transition**

Ms Jennifer Papagianopoulos

**Careers Advisor:**

Ms Aglaia Samaras

**Student Wellbeing Co-ordinator:**

Mrs Angelina Ross

**Year 7 & 8 Co-ordinators:**

Ms Caitlin Besim

Mr Ercan Hasip

**Year 9 & 10 Co-ordinators:**

Ms Franka Maisano

Mr Alex Casha

**Year 11 & 12 Co-ordinator:**

Ms Aglaia Samaras

Ms Anne-Marie Anderson

**Domain Leaders:**

Arts:

Ms Nina Siska

Technology:

Mr David Gilbert

Literacy

Ms Mary Damousi

English:

Ms Maria Thrasivoulou

Italian:

Ms Franka Maisano

Health & PE:

Mr Brent Pawley

Mathematics:

Mr Dominik Rafati

Science:

Mr Dominik Rafati

Humanities:

Mrs Katie Neocleous

## STUDENT SUPPORT

If students have any problems they should talk to a staff member who can help – a Year Level Co-ordinator, Student Wellbeing Co-ordinator, subject teacher or Careers Advisor – all are available. Don't hesitate or leave it until it is too late. Ask for help when you need it – that is what the school is for!

The College also assists in other ways:

1. Information Nights and packages – held during the year.
2. Key Personnel with specific responsibilities -
  - Sub School Co-ordinator: assistance with general information in Years 7-9 and enrolments.
  - Year Level Co-ordinators and teachers: general assistance with courses, personal difficulties and advice about specific subjects.
  - Student Wellbeing Co-ordinator: assistance with any areas that affect student wellbeing and provision of information on outside agencies offering assistance, both personal and financial. Also assistance for students with a Disability and Impairment.
  - Careers Advisor: careers direction and information.
  - Domain Leaders: assistance with specific subject information.

# YEAR 7 CURRICULUM

## Overview

**At Year 7 all students undertake a full course of study that encompasses all Domain areas.**

All students study the following subjects all year.

Students stay in their own class group for all subjects. Some changes, according to student ability levels, occur for English and Mathematics.

<b>Subject</b>	<b>Specific Subject Information</b>	<b>Periods per week</b>
English	Grouped according to ability levels.	4
Mathematics	Grouped according to ability levels.	4
Science		2
Humanities (SOSE)		2
LOTE ( Italian) or Literacy Support	Students are placed in Literacy according to ability to undertake LOTE	2
Physical Education		2
Technology: Music/ Food Technology	Semester length	2
The Arts: Art/ Textiles	Semester length	2
<b>TOTAL</b>		<b>20</b>

# YEAR 7 ENGLISH

## - SEMESTER 1 -

### GENERAL COURSE INFORMATION:

The year 7 English curriculum includes reading and responding to a novel and short stories, writing in a range of styles and forms, including persuasive and imaginative writing, speaking and listening. Students also practise spelling, grammar and syntax throughout the semester. As part of the Sports theme unit, students study the issue of racism in Sport. At the conclusion of the semester, students complete an exam.

### KEY KNOWLEDGE

#### Reading:

- Knowledge and understanding of the characters, themes and setting of texts
- Ability to incorporate quotes into a response(s)

#### Writing

- Create detailed texts, elaborating upon key ideas for a range of purposes and audiences
- Plan, draft and publish imaginative and persuasive texts, choosing and experimenting with text structures, language features and images appropriate to purpose and audience
- Use correct spelling, punctuation, grammar and syntax

#### Speaking and listening

- Participate in group and class discussions

### KEY SKILLS:

- To understand the main character in the novel study.
- Understanding the setting and background of the novel and the short stories, and how this affects the character's thoughts, actions and decisions.
- Be able to use quotes and examples from the texts to support their responses.
- Be able to plan their writing using various methods, such as a story graph for narrative writing.
- Be able to structure their writing appropriately, including an introduction, body and conclusion.
- Use the TEEL process to write detailed and clear paragraphs.
- Use the 7 steps to write a narrative.
- Use a variety of persuasive techniques when writing persuasive texts, such as rhetorical questions and evidence.
- Use correct punctuation, spelling, grammar and syntax.
- Participate in, and speak clearly and logically when expressing ideas during discussions.

# YEAR 7 ENGLISH

## - SEMESTER 2 -

### GENERAL COURSE INFORMATION:

The year 7 English curriculum includes reading and responding to a series of picture books, poems and a film, writing in a range of styles and forms, including expository and imaginative writing, speaking and listening. Students also practise spelling, grammar and syntax throughout the semester. At the conclusion of the semester, students complete an exam.

### KEY KNOWLEDGE

#### Reading:

- Knowledge and understanding of the characters, themes and setting of texts
- Ability to incorporate quotes into a response(s)

#### Writing

- Create detailed texts, elaborating upon key ideas for a range of purposes and audiences
- Plan, draft and publish imaginative and expository texts, choosing and experimenting with text structures, language features and images appropriate to purpose and audience
- Use correct spelling, punctuation, grammar and syntax

#### Speaking and listening

- Participate in group and class discussions

### KEY SKILLS:

- To understand the difference between a main character and a minor character.
- Understanding the setting and background of the picture books and film, and how this affects the character's thoughts, actions and decisions.
- Be able to use quotes and examples from the texts to support their responses.
- Be able to plan their writing using various methods, such as a story graph for narrative writing.
- Be able to structure their writing appropriately, including an introduction, body and conclusion.
- Use the TEEL process to write detailed and clear paragraphs.
- Use the 7 steps to write a narrative.
- Use correct punctuation, spelling, grammar and syntax.
- Participate in, and speak clearly and logically when expressing ideas during discussions.

# YEAR 7 MATHEMATICS

## - SEMESTER 1 -

### GENERAL COURSE INFORMATION:

- Attend class regularly with required equipment (e.g. textbook, exercise book, pencil case)
- Maintain neat and up to date workbook
- Participate in all set practical and class activities
- Complete and submit homework to a high standard once a week
- Revise for and complete all end of topic assessment
- Complete end of semester exam to the best of your ability

### TOPIC: Number

#### KEY IDEAS:

- Investigate index notation and represent whole numbers as products of powers of prime numbers
- Investigate and use square roots of perfect square numbers
- Apply the associative, commutative and distributive laws to aid mental and written computation
- Compare, order, add and subtract integers

#### ASSESSMENT: Pre and Post Test

### TOPIC: Number Patterns

#### KEY IDEAS:

- Introduce the concept of variables as a way of representing numbers using letters
- Create algebraic expressions and evaluate them by substituting a given value for each variable
- Extend and apply the laws and properties of arithmetic to algebraic terms and expressions

#### ASSESSMENT: Pre and Post Test

### TOPIC: Fractions

#### KEY IDEAS:

- Compare fractions using equivalence. Locate and represent positive and negative fractions and mixed numbers on a number line
- Solve problems involving addition and subtraction of fractions, including those with unrelated denominators
- Multiply and divide fractions and decimals using efficient written strategies and digital technologies
- Express one quantity as a fraction of another, with and without the use of digital technologies

#### ASSESSMENT: Pre and Post Test

### TOPIC: Decimals

#### KEY IDEAS:

- Multiply and divide fractions and decimals using efficient written strategies and digital technologies
- Round decimals to a specified number of decimal places
- Connect fractions, decimals and percentages and carry out simple conversions

#### ASSESSMENT: Pre and Post Test

# YEAR 7 MATHEMATICS

## - SEMESTER 2 -

### GENERAL COURSE INFORMATION:

- Attend class regularly with required equipment (e.g. textbook, exercise book, pencil case)
- Maintain neat and up to date workbook
- Participate in all set practical and class activities
- Complete and submit homework to a high standard once a week
- Revise for and complete all end of topic assessment
- Complete end of semester exam to the best of your ability

### TOPIC: Algebra

#### KEY IDEAS:

- Introduce the concept of variables as a way of representing numbers using letters
- Create algebraic expressions and evaluate them by substituting a given value for each variable
- Extend and apply the laws and properties of arithmetic to algebraic terms and expressions

#### ASSESSMENT: Pre and Post Test

### TOPIC: Measurement – Sports Themed Unit

#### KEY IDEAS:

- Establish the formulas for areas of rectangles, triangles and parallelograms and use these in problem solving
- Calculate volumes of rectangular prisms
- Draw different views of prisms and solids formed from combinations of prisms

#### ASSESSMENT: Pre and Post Test

### TOPIC: Angles

#### KEY IDEAS:

- Identify corresponding, alternate and co-interior angles when two straight lines are crossed by a transversal
- Investigate conditions for two lines to be parallel and solve simple numerical problems using reasoning
- Classify triangles according to their side and angle properties and describe quadrilaterals
- Demonstrate that the angle sum of a triangle is  $180^\circ$  and use this to find the angle sum of a quadrilateral

#### ASSESSMENT: Pre and Post Test

### TOPIC: Chance and Data

#### KEY IDEAS:

- Construct sample spaces for single-step experiments with equally likely outcomes
- Assign probabilities to the outcomes of events and determine probabilities for events
- Identify and investigate issues involving numerical data collected from primary and secondary sources
- Construct and compare a range of data displays including stem-and-leaf plots and dot plots
- Calculate mean, median, mode and range for sets of data. Interpret these statistics in the context of data
- Describe and interpret data displays

#### ASSESSMENT: Pre and Post Test



# YEAR 7 SCIENCE

## - SEMESTER 1 -

### GENERAL COURSE INFORMATION:

- Attend class regularly with required equipment (e.g. textbook, exercise book, pencil case)
- Maintain neat and up to date workbook
- Participate in all set practical and class activities
- Complete and submit homework to a high standard once a week
- Revise for and complete all end of topic assessment
- Complete end of semester exam to the best of your ability

### TOPIC: Being a Scientist

#### KEY IDEAS:

- Be able to identify, label and scientifically draw scientific apparatus
- Be able to conduct an experiment in a safe laboratory manner
- Identify questions and problems that can be investigated scientifically and make predications based on scientific knowledge
- Use equipment and materials safely identifying potential risks
- Compare data with predictions and use as evidence in developing explanations

**ASSESSMENT: Practical Investigation – Marked out of 25**

### TOPIC: Classification

#### KEY IDEAS:

- Identify differences within and between groups of organisms; classification leads to diversity
- Identification of Interactions between organisms; food chains and food webs
- Students develop an understanding of themselves as organisms
- Be able to identify if an object is alive or not
- Understand that plants and animals can be classified using a system and be able to use this system

**ASSESSMENT: End of unit test paper – 15 multiple choice questions + 10 written answer questions**

### TOPIC: Solids, Liquids and Gases

#### KEY IDEAS:

- Understand solids, liquids and gases have different observable properties and behave in different ways
- Be able to identify and explain the properties of solid, liquid and gases
- Understand the effects of temperature on the states of matter especially heat e.g. expansion of solids and liquids
- Be able to define density and calculate the density of different objects using a formula

**ASSESSMENT: Practical Investigation – Marked out of 25**

### TOPIC: Earth and Space

#### KEY IDEAS:

- Understand that earth's gravity pulls objects towards the centre of the earth
- Recognise and understand the Earth is part of system of planets orbiting around a star (the sun)
- Know how day/night, the seasons and the length of the an Earth year are created by the Earth's movement in space
- Understand that the moon orbits the Earth and the effect it's gravity has on the tides
- Be able to name the 9 planets in the solar system
- Be able to describe the surface and conditions on planets in our solar system other than Earth

**ASSESSMENT: Project – Marked out of 30**

# YEAR 7 SCIENCE

## - SEMESTER 2 -

### GENERAL COURSE INFORMATION:

- Attend class regularly with required equipment (e.g. textbook, exercise book, pencil case)
- Maintain neat and up to date workbook
- Participate in all set practical and class activities
- Complete and submit homework to a high standard once a week
- Revise for and complete all end of topic assessment
- Complete end of semester exam to the best of your ability

### TOPIC: Heat, Light and Sound

#### KEY IDEAS:

- Understand that energy is the ability to do work
- Be able to draw energy transfer diagrams to show simple energy transformations
- Learn the difference between conduction, convection and radiation and apply these ideas to different materials
- Know how objects absorb and emit heat energy and how an object can be insulated
- Be able to compare the speed of light and the speed of sound
- Know that sound travels in waves through a medium
- Learn the difference between amplitude and frequency and what these two do to the nature of a sound
- Test the human range of hearing and know that sounds exist beyond our range of hearing

**ASSESSMENT: Practical Investigation – Marked out of 28**

### TOPIC: Senses

#### KEY IDEAS:

- Know the names of the 5 senses
- Be able to label a diagram of an Eye
- Understand the structure of an eye and how it is able to capture, focus and send an image to the brain
- Be able to label a diagram of an Ear
- Know the stages of a journey of a sound wave through the different parts of an ear
- Be able to locate different taste receptors on the tongue
- Be able to label a diagram of human skin
- Develop an understanding of medical conditions which affect any of the 5 senses

**ASSESSMENT: End of unit test paper – 11 multiple choice questions + 29 written answer questions**

### TOPIC: Forces

#### KEY IDEAS:

- Understand what effect balanced and unbalanced forces will have on an object
- Know that all forces are measured in Newtons (N)
- Investigate simple machines such as lever or pulley systems
- Complete experiments looking at the effects of applying different forces to familiar objects
- Be able to apply knowledge to common situations where forces are balanced, such as stationary objects and unbalanced, such as falling objects

**ASSESSMENT: End of unit test paper – 16 multiple choice questions + 23 written answer questions**

### TOPIC: Mixtures

#### KEY IDEAS:

- Know that a solute and a solvent make a solution and be able to give examples of each
- Learn that an increase in temperature of a solvent results in increased solubility
- Understand that mixtures can be easily separated using physical techniques (Filtering, Evaporation, Chromatography)
- Know how the process of distillation works and why fractional distillation of Crude Oil is so important to our society
- Demonstrate an understanding of the importance of health and safety in the laboratory when conducting an experiment

**ASSESSMENT: Practical Investigation – Marked out of 28**

# YEAR 7 HUMANITIES (SOSE)

## - SEMESTER 1 -

### GENERAL COURSE INFORMATION:

The year 7 curriculum 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). Students examine theory and evidence that people moved out of Africa around 60 000BC (BCE) and migrated to other parts of the world, leading to the establishment of ancient societies. The depth studies of this historical period are: investigating the past, the Mediterranean world and the Asian world. Terminology, chronology, the use of sources as evidence and the development of inquiry based learning are all integral parts of the course. Students also look at the History of the Olympic Games through a sport focused multiple intelligence unit.

### KEY KNOWLEDGE:

- Timelines: understanding the sequence of historical events
- Terminology & concepts
- How historians and archaeologists investigate history
- Understanding primary and secondary sources and the reliability of sources
- The significant beliefs, values and practices in ancient Greece and China, with a particular emphasis on ONE of the following areas: everyday life, warfare, or death and funerary customs
- The role of a significant individual in ancient Greece and Ancient China
- The influences and legacies of ancient societies
- History of the Olympic Games

### KEY SKILLS:

- Understanding and using terminology, chronology and key concepts
- Developing questions to frame an inquiry
- Locating and selecting sources to answer inquiry questions
- Examining and analysing primary and secondary sources to learn about the past
- Studying and examining different perspectives and
- Preparing & planning class presentations
- Completing class workbook activities and assessment tasks
- Preparing and revising for tests and examinations

# YEAR 7 HUMANITIES (SOSE)

## - SEMESTER 2 –

### GENERAL COURSE INFORMATION:

Students investigate characteristics of Australia and the regions surrounding it: Asia, the Pacific and Antarctica. They explore how and why, over time, human and physical interactions produce changes to the characteristics of regions, for example, settlement patterns and agricultural and urban land use. They also explore basic contemporary economics to develop an understanding of how they can use their money to both live in the present and save for the future. Through historical and contemporary examples, including those from Australia, students are also introduced to the values and qualities of leadership. They develop skills required for active and informed citizenship and use these in class and community contexts.

### KEY KNOWLEDGE:

#### Geography

- Environmental resources
- Australia's water scarcity
- Causes, impacts and responses to environmental hazards
- Economic, cultural, spiritual and aesthetic value of water for people, including Aboriginal and Torres Strait Islander Peoples and Peoples of the Asia
- Settlements and housing
- Demography and living choices

#### Economics, Business, Legal and Citizenship

- Distinguishing between paid and unpaid work
- Different types of Work: full-time, part-time, casual, shift work
- Income and Expenses
- Bank accounts, credit cards and interest
- Creating and maintaining a budget plan
- Rights and responsibilities: democracy and citizenship
- The need for laws

### KEY SKILLS:

- Creating and analysing tables
- BOLTSS
- Constructing and analysing graphs (bar/column)
- Annotating a photograph
- Preparing & planning class presentations
- Completing class workbook activities and assessment tasks
- Preparing and revising for tests and examinations
- Interpreting a line graph
- Creating and maintaining a budget plan

# YEAR 7 HEALTH & PHYSICAL EDUCATION

## Physical, Sport & Health Education

### GENERAL COURSE INFORMATION:

The Year 7 Physical Education and Health curriculum provides the students with a study of both practical and theory components. Students participate in a wide variety of team sports and are assessed through their participation, uniform, sportsmanship and skill improvement. In Health class students study how they can be a good sport, nutritional requirements and the importance of positive relationships and safety. Students complete activities exploring each of the topics and are assessed through tests, presentations, research projects and examinations.

### CONTENT:

#### **SEMESTER 1**

##### **Playing the game & being a good sport**

- Definition of Sportsmanship
- What is safety
- Why safety is important in PE
- When is it alright to argue with umpires?
- Becoming a confident, literate & enthusiastic participant
- Sporting roles
- Types of movement skills
- Examples of each type of movement skill

##### **Positive Relationships**

- Relationships
- Family types
- Decision making
- Communication styles
- Physical changes
- Bullying

#### **SEMESTER 2**

##### **Think safe, act safe, be safe**

- Respectful and safe relationships
- Abuse of power
- Cyberbullying
- Personal safety plans
- Basic First Aid

##### **Eat well, Live well**

- Food groups & recommendations for healthy eating
- Nutritional requirements & dietary needs
- Dietary influences
- Food labelling & advertising

##### **Students will also be assessed on the following practical activities:**

- Minor Games
- Volleyball
- Swimming
- Soccer
- T-ball
- Volleyball
- Swimming
- Soccer

# YEAR 7 LANGUAGES

## Italian

### - SEMESTER 1 -

#### GENERAL COURSE INFORMATION:

This subject consists of language learning components.

Students are assessed through the following:

#### Language Learning Areas:

- Participation in communicative work: (Oral & Aural activities.)
- Grammar assessment tasks.
- Intercultural understanding.
- Language development.

#### ASSESSMENTS:

- End of semester examinations (Oral & Written)
- Written tasks
- Research assignments
- Oral presentations
- Submission of homework tasks (including aural (listening) activities.)

#### CONTENT:

- Introducing self in Italian / Identifying key components of a personal profile
- Basic understanding of grammatical structures.
- Chapters 1 - 3 of Course book
- Geography of Italy – Regions & Cities [City study – ROME]
- Simple sentence structure and use of key vocabulary presented.

# YEAR 7 LANGUAGES

## Italian

### - SEMESTER 2 -

#### **GENERAL COURSE INFORMATION:**

This subject consists of language learning components.

Students are assessed through the following:

#### **Language Learning Areas:**

- Participation in communicative work: (Oral & Aural activities.)
- Grammar assessment tasks.
- Intercultural understanding.
- Language development.

#### **ASSESSMENTS:**

- End of semester examinations (Oral & Written)
- Written tasks
- Research assignments
- [Famous Italian – term 3; Famous monument – term 4]
- Oral presentations
- Submission of homework tasks (including aural (listening) activities.)

#### **CONTENT:**

- Comparing nationalities, cultures and lifestyles in Australia
- Researching famous Italian contributor to present day Australian society.
- Cultural profile of self in Italian.
- Monuments in Italy, (history and meanings.)
- Development of set grammatical structures.
- Chapters 3-5 of Course book

# YEAR 7 LITERACY

## GENERAL COURSE INFORMATION:

The Literacy program provides intensive instruction and opportunities to practise the following skills through topics that reflect student choice, student interests including popular culture and sport and issues relevant to adolescents. These skills are required in all subjects of the curriculum and proficiency in these areas will lead to greater success at school and beyond.

## KEY KNOWLEDGE:

- Structures and features of a text-type/s.
- Paragraph structure-TEEL or TEE.
- Sentence structure-simple and complex sentences; use of phrases, clauses with conjunctions, embedded clauses.
- Vocabulary- identify base word, noun, verb, adjective and adverb form as appropriate.
- Punctuation of simple and complex sentences.
- Word structure: common prefixes, suffixes, letter patterns and breaking up two- syllable and multi-syllable words for effective reading and spelling.

## KEY SKILLS:

- Research skills.
- Organisational skills.
- Reading strategies.
- Spelling strategies.
- Oral presentation skills.
- Comprehension strategies.
- Writing processes-planning, using appropriate structure, proofreading and editing.
- Using evaluation tools.



# YEAR 7 THE ARTS

## Music

### GENERAL COURSE INFORMATION:

The course is designed to introduce students to the multifaceted nature of music. Students are encouraged to listen critically and evaluate the performance of themselves and others, develop an understanding of musical language and notation, and investigate the historical context of music. Students also develop the practical skills of keyboard, singing, recorder glockenspiel and percussion playing via ensemble work as well as demonstrate performance skills for an audience. Students undertake this subject for one semester.

### KEY KNOWLEDGE:

**Historical contexts of the orchestra, keyboard and the guitar**

**Understanding the music elements**

**Music Rudiments:**

- Note identification
- Note duration
- Staff/stave
- Music symbols
- Rhythmic patterns

### KEY SKILLS:

**Theoretical**

- music rudiments
- assignment completion
- analysing music performance

**Practical**

- keyboard
- singing
- recorder
- glockenspiel
- percussion

# YEAR 7 THE ARTS

## Art

### GENERAL COURSE INFORMATION:

During the semester students will build on previous content of the art elements and complete a study on the art principles. This will include various practical and theoretical learning tasks. Students will experiment with visual arts conventions and techniques, including exploration of techniques used by Aboriginal and Torres Strait Islander artists, to represent a theme, concept or idea in their artwork. Students will work with Ceramics making pinch pots and detailing a plate. Students will work with underglazes and glazes to complete their work. They will be learning to texture with their hands their clay pieces, individualised to their own specifications.

### KEY KNOWLEDGE

- Understanding of the art elements
- Understanding the art principles
- Describing specific art elements through annotations
- Analysing & Describing an artwork
- Understanding the use of clay, where it is manufactured, how to complete a finished piece.
- Analyse how [artists](#) use [visual conventions](#) in artworks

### KEY SKILLS:

- Annotate art elements
- To be able to write a paragraph analysing an art element
- To know your art elements
- To know your art principles
- Able to research the beginning of use of ceramics.
- To be able to present an Oral presentation on Ceramics

### ASSESSMENTS:

- Power point/Project/Prezi on 'Masks of The World'
- Papier Mache Mask
- Ceramics/coil pot/plate
- Auto Collage on Art
- Art Portfolio and a variety of painting techniques

# YEAR 7 TECHNOLOGY

## Food Technology

### GENERAL COURSE INFORMATION:

The food and Technology course will be assessed on the following criteria:

- Investigation and Design
- Production ( Practical cooking)
- Evaluation and Analysis

The course will be assessed through progressive practical cooking, assignment tasks- Design your own burger (design briefs), evaluations, and exam.

**CONTENT:** The following units will be studied:

- Preparing food safely ( including safety and hygiene, cooking skills)
- The design process ( including design tasks)
- Recipe basics ( Measurement, recipe abbreviations, layout)
- Eat well, be well (basic nutrition)

### KEY SKILLS:

- To demonstrate good safety and hygiene in the kitchen ( including knife ,stove , food hygiene)
- To be able to write a functional recipe in logical sequential steps.
- To be able to identify and follow the design process steps to solve design brief, to design your own burger
- To use a range of evaluation tools to rate their product.
- To demonstrate accurate measurements in cooking.
- To demonstrate independence in following basic recipes.
- To analyse cook products and supermarket products.

# YEAR 7 TECHNOLOGY

## Textiles

### GENERAL COURSE INFORMATION:

This course is designed to develop important skills in designing, producing and evaluating the production of textile projects. Students are given a design brief which they must satisfy using the design process and available resources. During this course, students learn useful life-skills such as making and mending clothing and ability to produce useful or creative items of their own design.

### KEY KNOWLEDGE:

- Understanding the design process
- Knowing what fabrics and materials are useful for the construction of different products.
- Knowing how textiles are classified
- Knowing where fabrics and materials come from

### KEY SKILLS:

- Hand and machine sewing
- Using design steps to create a product
- Working within a time frame
- Planning using effective time-management strategies
- Evaluating and reflecting on the end-product and process

### ASSESSMENTS:

- Design portfolio
- Mobile Phone Holder
- Stuffed toy
- Power point/Project/Prezi on Textiles