



**Assisi**  
Catholic College

# Curriculum Guide

Year 7 2026

## **Middle Years of Schooling**

*In the Middle Years at Assisi Catholic College, we recognise the needs of our young adolescents by formalising a curriculum that allows each student to grow and learn uniquely within a community.*

**ShApe Your  
Tomorrow**

# INTRODUCTION

In the Middle Years at Assisi Catholic College, we recognise the needs of our young adolescents by formalising a curriculum that allows each student to grow and learn uniquely within a community. As a College, we develop learning experiences that are enjoyable and engaging to meet our young adolescents' needs.

## Effective Middle Schooling practices acknowledge student's needs:

- Identity
- Relationships
- Purpose
- Empowerment
- Success
- Rigour
- Safety

## Effective Middle Schooling curriculum is:

- **Learner-centred:** Coherent curriculum is focused on the identified needs, interests and concerns of students, and emphasises self-directed and co-constructed learning.
- **Collaboratively organised:** Teams of teachers, who know and understand their students well, employ powerful pedagogical strategies to challenge and extend students within a supportive environment.
- **Outcome-based:** Progress and achievement are recorded continuously in relation to explicit statements of what each student is expected to know and be able to do.
- **Flexibly constructed:** Arrangements are responsive to local needs and circumstances, and reflect creative use of time, space and other resources.
- **Ethically aware:** Justice, care, respect and a concern for the needs of others are reflected in the everyday practice of students, teachers and administrators.
- **Community oriented:** Parents and representatives from community institutions and organisations beyond the school are involved in productive partnerships.
- **Adequately resourced:** Experienced teachers and support staff are supported by high-quality facilities, technology, equipment and materials.
- **Strategically linked:** The Middle Years of schooling, although a discrete phase within the P-12 continuum, is intrinsically connected to both the early and later years.

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## Middle Years Curriculum

Curriculum is timetabled on a fortnightly cycle of Week A and Week B with a five-period day (6 periods on Thursday to accommodate sport) and Pastoral Care (PC) held each morning for 12 minutes.

### Core Subjects

**Years 7 students are required to study the following Core Key Learning Areas:**

- Religious Education
- English
- Mathematics
- Science
- History/Geography
- Italian
- Health & Physical Education
- Civics, Economics and Business

### Rotational Subjects

**Year 7 students will complete two of the following rotational subjects per Term:**

- Design and Technologies: Design
- Design and Technologies: Materials (Fashion)
- Design and Technologies: Food Specialisation
- Digital Technologies
- Drama
- Media Arts
- Music
- Visual Arts
- Health and Physical Education (HPE) - Futsal (5-a-side Soccer) \*

\*Futsal is an elective subject that students can apply for to study in Years 7, 8 and 9. Students apply for a position in the Year 7 Class in the preceding year and are required to trial to attain a position in the class. In subsequent years, students can continue to study Futsal, but trials are also held at the end of each school year for any non-Futsal student wishing to apply for available positions in either the Year 8 or 9 Class. Students who have been selected for the Futsal High Performance Program will complete only one rotational subject each Term.



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# RELIGIOUS EDUCATION

## Description

In Year 7, students learn about the beliefs, values and practices of Christian communities, past and present, including early Church communities (c. 6 BCE–c. 650 CE), communities of religious men and women, and Australian Catholic Church communities. They explore the cultural and historical influences on these communities, as well as change and continuity over time.

Students learn about the common beginnings of faith shared by the monotheistic religions (Christianity, Judaism and Islam) through the stories of the patriarchs, Moses and the prophets.

They explore ways in which communities of believers, past and present, express their understanding of God and God’s relationship with human persons. In particular, they develop their understanding of the Apostles’ Creed, Nicene Creed and the Decalogue. Students explore contextual information about sacred texts, using a range of biblical tools, to gain a deeper awareness of these texts and how they influence communities of believers. They examine Church teaching and the basic principles of Christian morality that influence the way Christians live out their faith, individually and communally.

## Examples of Activities and Assessment

- Explanations and Reflections
- Creative Resource Creation
- Analysis and Evaluation
- Exams

## Pathways to Senior Subjects

- Study of Religion
- Religion & Ethics
- Religion Meaning and Life



# ENGLISH

## Description

In Year 7, students engage with a variety of texts for enjoyment by listening, reading, viewing, interpreting, evaluating and presenting spoken, written and multimodal texts. They create a range of texts that develop their skills to entertain, inform and persuade an audience.

In Term 1, students read and interpret the novel *The Mysterious Disappearance of Aidan S*, using this text to explore the fantasy genre and spark their creativity as they develop a short story. During Term 2, students learn about what it means to grow up in Australia. In the second semester, they explore myths and legends of Southeast Asian cultures through interpreting the film *Raya and the Last Dragon*. Finally, in Term 4, students study the persuasive genre and create a speech.

## Examples of Activities and Assessment

- Narrative
- Reflective journal
- Essay
- Persuasive speech
- Peer discussions
- Literary Circles

## Pathways to Senior Subjects

- An “at standard” achievement in English is a pre-requisite for several subjects in the Senior Years.
- Essential English
- General English
- Literature



# MATHEMATICS

## Description

Understanding includes describing patterns in the use of indices with whole numbers, recognising equivalences between fractions, decimals, percentages and ratios, plotting points on the Cartesian plane, identifying angles formed by a transversal crossing a pair of lines, and connecting the laws and properties of numbers to algebraic terms and expressions.

Fluency includes calculating accurately with integers, representing fractions and decimals in various ways, investigating best buys, finding measures of central tendency, and calculating the areas of shapes and the volumes of prisms.

Problem-solving includes formulating and solving authentic problems using number and measurement, working with transformations and identifying symmetry, calculating angles, and interpreting sets of data collected through chance experiments.

Reasoning includes applying number laws to calculations, using known geometric facts to draw conclusions about shapes, applying an understanding of ratio, and interpreting data displays.

## Examples of Activities and Assessment

- Exams
- Problem Solving Modelling Task

## Pathways to Senior Subjects

- Essential Mathematics
- General Mathematics
- Mathematic Methods
- Specialist Mathematics



# SCIENCE

## Description

The Year 7 Science course introduces students to scientific inquiry-based learning and provides opportunities to investigate issues through research, observation, and experimentation. The Middle Years Science curriculum explores the connection between science and everyday life.

Students will familiarise themselves with the Middle Years Science laboratories, learn essential safety procedures and scientific skills, and obtain a Bunsen Burner Licence in Term 1. They will study the solar system and examine how seasons and eclipses are influenced by the predictable relative positions of the Sun, Earth, and Moon. Students will also explore Earth's renewable and non-renewable resources, including water as our most vital resource.

In Chemistry, students investigate mixtures, pure substances, and their properties. They then work collaboratively to conduct an experimental investigation aimed at separating a mixture using a variety of separation techniques.

Students will examine interactions between organisms within ecosystems, including the effects of human activities on food chains and food webs. In Biology, they will use and create a dichotomous key to classify organisms systematically based on observable features.

Finally, students will engage with the Physical Sciences by investigating how changes in an object's motion are caused by unbalanced forces, including gravity, and identify examples of these forces in everyday scenarios.

## Examples of Activities and Assessment

- Journaling
- Written reviews
- Experimental investigations
- Scientific Reports
- Exams
- Research assessment
- Multimedia presentation

## Pathways to Senior Subjects

- Biology
- Chemistry
- Physics



# CIVICS, ECONOMICS AND BUSINESS

## Description

Civics and Citizenship focuses on three key strands: Government and Democracy, Laws and Citizens, and Citizenship, Diversity and Identity.

### Government and Democracy

Students investigate the key features of Australia’s system of government, including the separation of powers and the roles of the legislature, executive and judiciary. They learn about the significance of the Australian Constitution and how it establishes the framework for governance. The unit also explores how representative democracy operates and examines the importance of elections in ensuring accountability.

### Laws and Citizens

This strand focuses on the role of laws in society and how they protect rights and maintain order. Students examine how laws are made by parliaments and enforced by courts and law enforcement agencies. They also consider the consequences of breaking laws and explore the principles of justice that underpin Australia’s legal system.

### Citizenship, Diversity and Identity

Students explore what it means to be an Australian citizen and the values that shape national identity. They investigate the rights and responsibilities of citizens, including participation in democratic processes and respect for diversity. The unit also considers how cultural diversity enriches Australian society and highlights the importance of inclusion and equality.

**Examples of Activities and Assessment**

- Role play
- Digital quizzes
- Group work and collaboration
- Scenarios
- Written responses
- Presenting verbal arguments
- Exams
- Journaling
- Business and Economics report

**Pathways to Senior Subjects**

- Modern History
- Geography
- Legal Studies
- Business
- Economics



# HISTORY

## Description

The first unit, Deep Time Australia, introduces students to the concept of Deep Time and the long history of human presence in Australia. Students will examine archaeological and scientific evidence that reveals how Aboriginal and Torres Strait Islander Peoples have lived on this land for tens of thousands of years. They will explore cultural continuity and change, and the deep spiritual connection to Country and Place. Through this unit, students will learn to analyse sources, create timelines, and understand different perspectives and interpretations of the past.

In the following term, students will investigate the origins and development of Ancient Rome. They will study the geography of the Italian peninsula, the social structure of Roman society, and the daily life of its people. Students will explore the political systems, including the Roman Republic and Empire, and examine how Roman law and governance influenced later societies. The unit also considers the expansion of Rome and its enduring legacy in language, architecture, and culture. Students will practice comparing ancient societies, evaluating primary and secondary sources, and understanding cause-and-effect relationships in historical events.

## Examples of Activities and Assessment

- Decision-making activities
- Interactive simulations
- Collaborative learning
- Independent and guided source analysis
- Source-based exam
- Ongoing observation and feedback on class work

## Pathways to Senior Subjects

- Modern History



# GEOGRAPHY

## Description

The first unit explores the concept of liveability and the factors that influence the quality of life in different places. Students will investigate what makes a place liveable, considering elements such as access to services, environmental quality, safety, and social connections. They will examine how liveability varies between urban and rural areas and how planning decisions affect communities. Students will also explore strategies to improve liveability, including sustainable development and urban design. Through this unit, students will develop skills in evaluating data, interpreting maps, and considering diverse perspectives on what makes a place desirable to live in.

The second unit is Water in the World. Water is essential for life, and this unit examines its distribution, uses, and management. Students will learn about the natural water cycle and the ways water shapes landscapes through processes such as erosion and deposition. They will investigate the availability of water resources globally and in Australia, considering issues of scarcity and sustainability. The unit also addresses how water is used for agriculture, industry, and domestic purposes, and the challenges of managing water in a changing climate. Students will analyse case studies, interpret hydrological data, and explore solutions for equitable and sustainable water use.

## Examples of Activities and Assessment

- Visual literacy: interpreting data
- Writing a descriptive report
- Article sketches
- Graphing
- Mind maps
- Data representation

## Pathways to Senior Subjects

- Geography
- Modern History



# ITALIAN

## Description

The need to communicate is the foundation of all language development. People use language to achieve their personal communicative needs, to express, exchange, interpret and negotiate meaning, and to understand the world around them. The central goal when learning Italian is communication.

Students do not simply learn Italian; they participate in a range of interactions in which they exchange meaning and become active participants in understanding and creating written, spoken and visual texts. Italian is a phonetic language and shares many commonalities and connections with English. Students will become familiar with the pronunciation and sound system of Italian, noting similarities and differences with English.

They will learn to make observations about the relationship between language and culture, particularly through comparing what they learn in Italian with their own language(s) and culture(s). Students will identify cultural references in texts and consider how language reflects practices, perspectives and values. They will reflect on the process of moving between languages and cultures and develop their capability as learners of Italian.

## Buongiorno Italia!

In Year 7, students are introduced to the fascinating language and culture of Italy. They will develop basic communication skills to understand, read, write and speak Italian, while studying topics related to their personal, social and school worlds. In particular, students will learn about our College's connection with the region of Umbria and our Italian Sister School in Assisi.

## Examples of Activities and Assessment

- Dialogues
- Speeches
- Pronunciation tests
- Vocabulary tests
- Grammar tests
- Writing tasks
- Reading comprehension tasks
- Listening comprehension tasks

## Pathways to Senior Subjects

- Italian



# HEALTH & PHYSICAL EDUCATION

## Description

The HPE focus for Year 7 students is on building the knowledge, understanding and skills needed to achieve successful outcomes in classroom, leisure, social, movement and online contexts. Students learn how to take positive action to enhance their own and others' health, safety and wellbeing as they examine the nature of relationships and the factors that influence people's beliefs, attitudes, opportunities, decisions, behaviours and actions. Students also have opportunities to discover and develop skills across a range of activities and selected sports through the practical component of the subject.

## Examples of Activities and Assessment

- Written reviews and reports
- Multimodal presentations
- Performance critiques and evaluations
- Ongoing observation of practical performances and application
- Research assessment
- Performance in a range of sports such as Basketball, Touch, Oztag, Volleyball, Softball and inclusive games

## Pathways to Senior Subjects

- Physical Education
- Health
- Recreation and Certificate III in fitness

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## YEAR 7 ROTATIONAL SUBJECTS



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Futsal (5-a-side Soccer) is an elective subject available for students in Years 7, 8 and 9. Students wishing to enter the Year 7 class must apply in the preceding year and participate in a trial to be considered for a place.



# DESIGN AND TECHNOLOGIES: DESIGN

## Description

### Design

In this unit, students will be challenged as they investigate, plan and propose solutions to a variety of individual design scenarios. In communicating their creative and innovative design journey, students generate and clarify ideas through annotated concept sketches and drawings, as well as prototype modelling. They will experience architectural, industrial and graphic design briefs, along with emerging technologies such as laser cutting and sticker printing. Finally, students communicate and evaluate their design solutions through a presentation folio.

### Materials

Students investigate the nature and functions of materials and resources through inquiry, research and problem-solving methodologies. The course provides a unique opportunity for students to experience the challenge and personal satisfaction of undertaking practical work in a safe, new and exciting environment. Students develop skills and problem-solving abilities that can be confidently transferred to future life situations.

Design Technology also aims to assist in the development of fine motor coordination, confidence and self-esteem as students complete a range of achievement-orientated practical projects.

### Examples of Activities and Assessment

- Journal/Folio
- Ongoing observation
- Practical expertise

### Pathways to Senior Subjects

- Design
- Engineering
- Industrial Technology Skills
- Certificate I in Construction
- Certificate I in Engineering
- Certificate II in Engineering



## DESIGN AND TECHNOLOGIES: MATERIALS

### Description

Studying Textiles Technology inspires students to develop the knowledge, understanding, and skills to design and create contemporary textile solutions. Students engage in textile projects to explore creative design opportunities, construction processes, and material selection for the intended end use. Textile projects allow students to be creative, independent learners while following the design process, developing practical problem-solving skills. Sewing is a life skill.

In this elective rotation, students will explore the craft of colouring fabric before creating a product – a pencil case. During the construction phase, they will learn foundational sewing skills, including sewing seams and inserting a zipper, while following workshop safety and OHS regulations.

### Examples of Activities and Assessment

- Product construction (pencil case)
- Design folio
- Production drawing
- Colouring /decorating fabric

### Pathways to Senior Subjects

- ATAR - Design
- Applied - Fashion



## DESIGN AND TECHNOLOGIES: FOOD SPECIALISATION

### Description

The study of Food Technology provides students with a broad understanding of food processing, preparation, and nutritional considerations. It highlights the importance of hygiene, safe working practices, and relevant legislation in food production. Students develop food-specific skills that can be applied in a range of contexts, enabling them to produce quality food products. The course also provides opportunities to explore the richness, pleasure, and variety that food brings to life, and how it contributes to both vocational and everyday experiences.

As part of their exploration into food specialisation and the fundamentals of food production, students are presented with challenges that require them to apply the design process to develop a food product that meets specific needs and preferences. They will investigate how people design, develop, and produce food solutions, taking into account technological influences, consumer needs, and market opportunities. Students will justify their design decisions using a set of design criteria, demonstrating problem-solving skills, and will communicate their design solution clearly and effectively, showcasing their understanding of the relationship between innovation, production, and user satisfaction in food specialisation.

Practical cooking experiences may include Pizza, Fruit Smoothie, Chocoanna Muffins, Tacos, and Chicken Burger.

### Examples of Activities and Assessment

- Design folio
- Weekly practical cooking activities
- Individual practical cooking exam
- Written evaluation

### Pathways to Senior Subjects

- ATAR – Food and Nutrition
- Cert II Kitchen Operations
- Cert II Hospitality



# DIGITAL TECHNOLOGIES

## Description

Digital Technologies builds students' skills and understanding in computational thinking, including decomposing problems, prototyping solutions, and engaging with a broader range of information systems. Students expand their experiences with digital tools and participate in national, regional and global activities.

In Year 7, students deepen their computational thinking and explore wider applications of information systems. They analyse networked systems, evaluate methods of data storage and transmission, and model real-world objects and events. Through problem-solving tasks, students identify key elements, constraints and shared features across systems.

They design more complex algorithms, investigate data relationships using tools such as pivot tables and graphs, and consider user experience principles when creating interface designs. Programming skills are extended through the use of advanced general-purpose languages, including Python, incorporating the use of subprograms.

Students evaluate solutions for efficiency and sustainability, plan and manage projects with increasing independence, and collaborate effectively in online environments while considering cultural, ethical and legal responsibilities.

## Examples of Activities and Assessment

- Algorithm design
- Creative programming using Python
- Exploring the internet and its history
- Online safety and behaviours
- Networking

## Pathways to Senior Subjects

- Digital Solutions
- Certificate III in Information Technology



# DRAMA

## Description

In Year 7 Drama, students explore the Elements of Drama, including role, relationship, and situation. They work collaboratively to unpack the rules of improvisation and the rules of performance as they engage with the Elements of Drama to become Improvisation Experts. Students then move into a Duo-Drama project, working together to perform a short scripted scene.

Through practical exercises and collaborative activities, students build foundational skills in performance, communication, and teamwork. The course encourages creativity, self-expression, and critical reflection as students develop their understanding of dramatic conventions.

## Examples of Activities and Assessment

- Performing
- Improvising
- Devising
- Script writing
- Script editing
- Collaboration

## Pathways to Senior Subjects

- Drama
- Drama in Practice



# MEDIA ARTS

## Description

Students identify and analyse how representations of social values and points of view are portrayed in the media artworks they make, distribute and view. They evaluate how they, and other makers and users of media artworks from different cultures, times and places, use genre, media conventions, and technical and symbolic elements to create meaning. They also examine the social and ethical responsibilities of those who create and consume media artworks.

Students produce representations of social values and points of view in media artworks designed for particular audiences and contexts. They use genre and media conventions and shape technical and symbolic elements purposefully to communicate meaning. Students collaborate with others throughout the design and production processes, and operate equipment and technologies with increasing skill and control to achieve their creative intentions.

## Examples of Activities and Assessment

- Folio of media works: Students apply their knowledge, understanding and skills to plan and create a series of Surrealist media works
- Workbook/Evaluation
- Film analysis: Students explore Surrealism and its influence on the film and media industry, discussing points of view and the use of technical and symbolic elements in media works

## Pathways to Senior Subjects

- Film
- Television
- New Media



# MUSIC

## Description

In Year 7, students engage with music from a range of styles, cultures, times and locations. They are introduced to the fundamental elements of music and build on their understanding through both theoretical and practical learning experiences. Students are provided with a variety of creative and collaborative assessment opportunities, allowing them to express their individuality and demonstrate their understanding of musical elements through performance, composition and musicological analysis.

The subject offers valuable and transferable 21st-century skills, providing students with opportunities to develop confidence, musicianship and positive working relationships with like-minded peers who share a curiosity for the musical artform.

As they make and respond to music, students explore the ways intended meaning can be communicated through the purposeful manipulation of musical concepts, including rhythm, melody, harmony, dynamics, form and structure, timbre and texture. They consider the social, cultural and historical contexts of music and evaluate the expressive techniques used in the music they listen to and perform. Students also have access to high-quality instruments and modern recording technologies that support their creative practice and allow them to engage with music through a contemporary, hands-on approach.

## Examples of Activities and Assessment

- Critical listening of repertoire across a range of styles to develop aural skills
- Development of live performance assessment in peer groups
- Regular performance and composition critiques and evaluations
- Music theory exam and rhythmic dictation exercises
- Use of classroom instruments to experiment with musical elements and concepts through singing and playing
- Ongoing observation and application of practical performance skills

## Pathways to Senior Subjects

- Music
- Music in Practice



# VISUAL ARTS

## Description

Students identify and analyse how artists use visual conventions and viewpoints to communicate ideas, and they apply this knowledge in their own artmaking. They explain how artworks are displayed to enhance meaning and evaluate how they and others are influenced by artworks from different cultures, times and places.

Students plan their artmaking in response to the exploration of techniques and processes used in their own and others' artworks. They demonstrate their understanding of visual conventions, techniques and processes by creating artworks that communicate meaning with clarity and intention.

## Examples of Activities and Assessment

- Folio of artworks exploring visual conventions (a combination of components and approaches such as elements, design principles, composition and style), completing a variety of drawing activities using a range of media
- Resolved major artwork developed through idea generation, research, resolution and reflection (Artist Statement)
- Visual diary

## Pathways to Senior Subjects

- Visual Art



## HPE - FUTSAL

### Description

The Futsal High Performance Program is offered to Assisi students who have shown, or intend to show, ability and commitment to playing Futsal or related sports such as Football, Fut-volley, Fut-tennis and Beach Soccer. Although the program operates as an elective subject, students must meet criteria demonstrating ability and commitment before acceptance.

Students must complete an official Futsal High Performance Program Application Form and submit it to the Director of Futsal. Successful applicants will be invited to attend a trial before acceptance into the course.

The overall objectives of the Futsal Program are to:

- Develop students' Futsal skills, tactics and strategies to a high level
- Use Futsal as a tool for educating students in life skills and broader curriculum concepts
- Prepare students for potential employment within the Sports and Event Management industries

To understand the philosophy behind offering Futsal as a subject at Assisi College, it is important to consider the intended progression of study. Students in the Middle Years (Years 7-9) learn the essential skills, tactics and strategies of Futsal. They then apply this knowledge in the Senior Years (Years 10-12), where the focus shifts to coaching these skills to students in the Junior Years (Years 4-6). Senior students will also undertake studies in how to plan, operate and implement tournaments for Junior and Middle Years students to compete against other schools in the community.

All Middle Years Futsal Units (Years 7-9) are built around five key components:

**Practical Component:** Understanding and applying the skills, tactics and strategies of the game.

**Physiological Component:** Improving all components of fitness, with an emphasis on the specific fitness requirements of Futsal (e.g. agility, flexibility, speed, power, anaerobic capacity), as well as learning about injury prevention and management.

**Analytical Component:** Analysing and evaluating individual and team performance using video footage, statistics, computer databases or live observation, then proposing and implementing strategies such as a training program to address identified weaknesses.

**Event Management:** Preparing, organising, implementing and reviewing coaching sessions, tournaments and exhibitions within the school and in the local community.

**Psychological Component:** Studying and applying the mental aspects of the game, including Sports Psychology and processes for dealing with positive and negative social situations arising from playing, coaching and managing Futsal.

<b>Examples of Activities and Assessment</b>	<ul style="list-style-type: none"><li>• Ongoing assessment of skill acquisition and tactical awareness</li><li>• Creating videos to analyse and promote Futsal</li><li>• Sitting exams (e.g. rules tests)</li><li>• Organising small Futsal events (e.g. a tournament)</li></ul>
<b>Pathways to Senior Subjects</b>	<ul style="list-style-type: none"><li>• Futsal is an Applied Subject studied in Year 11 and 12 using the guidelines of the Sport and Recreation Syllabus.</li></ul>

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# thank you

Get in touch

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