



FIRBANK  
GRAMMAR

# YEAR 7

## CURRICULUM HANDBOOK 2026

Year 7 **Curriculum Handbook** 2026



# YEAR 7

# 2026 CURRICULUM

Year 7 is a year of discovery. The Year 7 curriculum is designed to provide a strong foundation for future learning.

In the first semester, care is taken to ensure that each student makes a smooth transition from primary to secondary schooling. A key goal of the curriculum at this level is to create learning experiences that students will enjoy. The focus in curriculum design and assessment is upon skill development and knowledge acquisition.

The curriculum will provide opportunities for inquiry and experiential learning, problem solving, independent and collaborative learning, recognising that many students have a background in the International Baccalaureate, Primary Years Programme. A range of learning experiences will help students

to acknowledge their own and others' strengths and recognise new ways to approach learning. At Year 7, teachers ensure that the curriculum and the manner of its delivery acknowledges, encourages and values all expectations, strengths and preferences. The use of managed laptops will continue to enrich teaching and learning in Year 7. A targeted range of cloud-based applications, immediate internet access and innovative ways of organising and presenting their ideas will offer new challenges and opportunities for Year 7 students.

A significant aspect of our comprehensive Transition Program is the Year 7 New Beginnings Program. Led by the Outdoor Education Department and supported by the Year 7 wellbeing leader, all mentors and/or Year 7 teachers, this program includes a range of outdoor activities designed to be engaging and facilitate the forming of new relationships. Later in the year, the students are given another opportunity to experience the outdoors on the Discovery Hike Program. This is designed to build on their skills and confidence in unfamiliar environments.

Early in the year, there will be a range of sessions to induct Year 7 students into key aspects of Firbank's Senior School. Digital and information literacy skills are taught so that students become informed, aware, safe and respectful users of technology.

Furthermore, a series of aptitude tests and other activities are conducted to give teachers information about individual students which will inform their teaching.

The wellbeing leader works closely with our teachers to respond to the needs of individuals and the group, encouraging the development of independence, responsible behaviour and good time management and study habits.

# YEAR 7

# 2026 CURRICULUM

# OVERVIEW

## CORE CURRICULUM

- ENGLISH or ENGLISH AS AN ADDITIONAL LANGUAGE\*
  - ENGLISH LANGUAGE STUDIES\*
  - MATHEMATICS
  - SCIENCE
  - DRAMA (One semester)
  - MUSIC (One semester)
  - VISUAL ARTS
  - DIGITAL TECHNOLOGY
  - FOOD TECHNOLOGY
  - HEALTH
  - PHYSICAL EDUCATION
  - RELIGIOUS EDUCATION
- HUMANITIES**
- GEOGRAPHY
  - HISTORY
  - CIVICS & CITIZENSHIP
- LANGUAGES**
- Choice of two:
- FRENCH
  - GERMAN
  - CHINESE

\* By recommendation of the Department of Student Services

## CO-CURRICULAR

- EXPERIENTIAL EDUCATION

# YEAR 7

# 2026 CURRICULUM

## ENGLISH

The English curriculum aims to ensure that students:

- Learn to listen to, read, view, speak, write, create and reflect on increasingly complex and sophisticated spoken, written and multimodal texts across a growing range of contexts with accuracy, fluency and purpose
- Appreciate, enjoy and use the English language in all its variations and develop a sense of its richness and power to evoke feelings, convey information, form ideas, facilitate interaction with others, entertain, persuade and argue
- Understand how Standard Australian English works in its spoken and written forms and in combination with non- linguistic forms of communication to create meaning
- Develop interest and skills in inquiring into the aesthetic aspects of texts and develop an informed appreciation of literature.

## MATHEMATICS

Mathematics aims to ensure that students:

- Develop useful mathematical and numeracy skills for everyday life and work, as active and critical citizens in a technological world
- Become confident, proficient, effective and adaptive users of mathematics
- Become effective communicators of mathematics who can investigate, represent and interpret situations in their personal and work lives, think critically, and make choices as active, engaged, numerate citizens
- Develop proficiency with mathematical concepts, skills, procedures and processes, and use them to demonstrate mastery in mathematics as they pose and solve problems, and reason with number, algebra, measurement, space, statistics and probability
- Make connections between areas of mathematics and apply mathematics to model situations in various fields and disciplines
- Develop a positive disposition towards mathematics, recognising it as an accessible and useful discipline to study

- Appreciate mathematics as a discipline: its history, ideas, problems and applications, aesthetics and philosophy.

## **SCIENCE**

Distinguish between different types of simple machines and predict, represent and analyse the effects of unbalanced forces, including Earth's gravity, on motion.

- "Identify various simple machines and explain, depict, and examine how unbalanced forces, including Earth's gravity, affect movement."
- Use the particle model to predict, compare and explain the physical and chemical properties and behaviours of substances.
- "Use the particle model to guess and describe how different things act and what they are made of, comparing them to explain why."
- Compare processes of rock formation, including the time scales involved, and analyse how the sustainable use of resources depends on the way they are formed and cycle through Earth systems.
- "Examine how rocks are formed over different times, and explore how using resources sustainably relates to their formation and cycle in Earth's systems."
- Explain how evidence has led to an improved understanding of a scientific idea.
- "Identify specific pieces of evidence and explain how they contribute to the development and enhancement of a scientific concept."
- Identify and classify living things. They explain how living organisms can be classified into major taxonomic groups based on observable similarities and differences.
- "Recognize and group living things, describing how they can be sorted into big groups based on what we can see that's the same or different."
- Model how the relative positions of Earth, the Sun and the Moon affect phenomena on Earth.

## **GEOGRAPHY**

The geography curriculum aims to ensure that students develop:

- A sense of wonder, curiosity and respect for places, people, cultures and environments throughout the world
- A deep geographical knowledge of their own locality, Australia, the Asia region and the world

- The ability to think geographically, using geographical concepts
- The capacity to be competent, critical and creative users of geographical methods and skills
- The capacity to be informed, responsible and active citizens who can contribute to the development of a world that is environmentally and economically sustainable, and socially just.

## **HISTORY**

The History curriculum aims to ensure that students develop:

- Interest in, and enjoyment of, historical study for lifelong learning and work, including their capacity and willingness to be informed and active citizens
- Knowledge, understanding and appreciation of the past and the forces that shape societies, including Australian society
- Understanding and use of historical concepts and skills, including sequencing chronology, using historical sources as evidence, identifying continuity and change, analysing cause and effect and determining historical significance
- Capacity to undertake historical inquiry, including skills in the analysis and use of sources, and in explanation and communication of arguments.

## **CIVICS & CITIZENSHIP**

The Civics curriculum aims to ensure that students develop:

- A lifelong sense of belonging to, and engagement with, civic life as an active and informed citizen in the context of Australia as a secular democratic nation with a dynamic, multicultural, and multi-faith society.

## **FRENCH/GERMAN/CHINESE**

The Languages curriculum aims to develop the knowledge, understanding and skills to ensure that students:

- Communicate in the language they are learning  
Understand the relationship between
- Develop intercultural capabilities
- Understand themselves as communicators

## **DRAMA**

The Drama curriculum aims to develop students:

- Confidence and self-esteem to explore, depict and celebrate human experience, take risks and challenge their own creativity through drama
- Knowledge and understanding in controlling, applying and analysing the elements, skills, processes, forms, styles and techniques of drama to engage audiences and create meaning
- Sense of curiosity, aesthetic knowledge, enjoyment and achievement through exploring and playing roles, and imagining situations, actions and ideas as drama makers and audiences
- Knowledge and understanding of traditional and contemporary drama as critical and active participants and audiences.

## **MUSIC**

The Music curriculum aims to develop students:

- Confidence to be creative, innovative, thoughtful, skilful and informed musicians
- Skills to listen, improvise, compose, interpret, perform, and respond with intent and purpose
- Aesthetic knowledge and respect for music and music practices across global communities, cultures and musical traditions
- Understanding of music as an aural art form, its relationship with other arts forms and contributions to cultures and societies.

## **VISUAL ARTS**

Across Year 7 and 8 the Visual Arts curriculum aims to develop students:

- Conceptual and perceptual ideas and expressions through design and inquiry processes
- Visual arts techniques, materials, processes and technologies
- Critical and creative thinking, using visual arts languages, theories and practices to apply aesthetic judgment
- Respect for and acknowledgement of the diverse roles, innovations, traditions, histories and cultures of artists, craftspeople, designers, curators, critics and commentators
- Respect for visual arts as social and cultural practices, including industry practices

- Confidence, curiosity, imagination and enjoyment and a personal aesthetic through engagement with visual arts making, viewing, discussing, analysing, interpreting and evaluating.

## **DIGITAL TECHNOLOGY**

The Digital Technologies curriculum aims to ensure that students can:

- Design, create, manage and evaluate sustainable and innovative digital solutions to meet and redefine current and future needs
- Use computational thinking and the key concepts of abstraction; data collection, representation and interpretation; specification, algorithms and development to create digital solutions
- Apply systems thinking to monitor, analyse, predict and shape the interactions within and between information systems and the impact of these systems on individuals, societies, economies and environments
- Confidently use digital systems to efficiently and effectively automate the transformation of data into information and to creatively communicate ideas in a range of settings
- Apply protocols and legal practices that support safe, ethical and respectful communications and collaboration with known and unknown audiences.

## **FOOD TECHNOLOGY**

Design and Technologies aims to develop the knowledge, understanding and skills to ensure that students:

- Become critical users of technologies, and designers and producers of designed solutions
- Can investigate, generate and critique designed solutions for sustainable futures
- Use design and systems thinking to generate innovative and ethical design ideas, and communicate these to a range of audiences
- Create designed solutions suitable for a range of contexts by creatively selecting and safely manipulating a range of materials, systems, components, tools and equipment
- Learn how to transfer the knowledge and skills from design and technologies to new situations
- Understand the roles and responsibilities of people in design and technologies occupations, and how they contribute to society. "Show how

Earth, the Sun, and the Moon's places in relation to each other change things that happen on Earth."

## **HEALTH & PHYSICAL EDUCATION**

Health and Physical Education aims to develop the knowledge, understanding and skills to enable students to:

- Access, evaluate and synthesise information to take positive action to protect, enhance and advocate for their own and others' health, wellbeing, safety and physical activity participation across their lifespan
- Develop and use personal, behavioural, social and cognitive skills and strategies to promote a sense of personal identity and wellbeing and to build and manage respectful relationships
- Acquire, apply and evaluate movement skills, concepts and strategies to respond confidently, competently and creatively in a variety of physical activity contexts and settings
- Engage in and enjoy regular movement-based learning experiences and understand and appreciate their significance to personal, social, cultural, environmental and health practices and outcomes
- Analyse how varied and changing personal and contextual factors shape understanding of, and opportunities for, health and physical activity locally, regionally and globally.

## **RELIGIOUS EDUCATION**

Firbank draws students from a wide range of backgrounds and traditions so the Religious Education program endeavours to:

- Develop self-awareness and religious literacy in each student,
- Introduce students to the richness of Anglican Tradition,
- Promote an understanding and appreciation of the nature of religion, with focus on the Christian religion,
- Explore how religion contributes to a sense of identity and community
- Develop skill in conversing respectfully and eloquently on faith and religion
- Whilst the Religious Education program sits firmly within the Anglican Tradition, respect for all religious traditions is an important value underpinning the program.



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