



Richmond State School

Deeds Not Words

Year 7, Term 3 2026 Curriculum Overview

English

This term, students will explore how written, visual and multimodal texts communicate ideas and influence audiences. They will investigate concepts such as courage, resilience, belonging and determination while analysing advertisements, images and literary extracts.

Students will learn how language features, visual features and text structures work together to create meaning. They will strengthen their reading, writing and analytical skills by identifying evidence and explaining how texts communicate ideas. Daily literacy activities will also focus on handwriting, sentence construction and paragraph writing.

The unit concludes with a supervised analytical response where students will analyse both a written and a visual text.

Key Vocabulary: Concept, Representation, Audience, Purpose, Context, Meaning, Evidence, Language Features, Visual Features, Text Structure, Colour, Facial Expression, Body Language, Framing, Interpretation, Analysis, Perspective, Theme, Literary Device, Multimodal Text.

Mathematics

Students will develop their understanding of algebra by learning how letters can represent numbers, patterns and real-life situations. They will write and simplify algebraic expressions, substitute values into formulas, solve linear equations, and create tables and graphs to identify relationships between variables. Students will also apply mathematical modelling to solve practical problems and communicate their reasoning. As part of the unit, students will investigate transformations on the Cartesian plane, including translations, reflections and rotations, using coordinates to describe changes accurately. These skills build mathematical reasoning and problem-solving that students will use across many areas of mathematics.

Key Concepts & Vocabulary: algebra, variable, expression, equation, substitute, linear equation, formula, table of values, Cartesian plane, coordinates, translation, reflection, rotation, mathematical modelling.

History

Students become historians and archaeologists as they investigate how we learn about ancient civilisations. They explore the different types of evidence used to understand the past, including artefacts, archaeological sites, written records and ancient artworks. Students learn how historians ask questions, evaluate evidence and draw conclusions about the lives of people who lived thousands of years ago. They also investigate an ancient artefact and consider why preserving significant historical sites and artefacts is important. Students will select an ancient artefact and conduct their own historical investigation. They will develop inquiry questions, research reliable sources, analyse evidence and communicate their findings in a structured written report. Throughout the unit, students will learn how evidence helps us understand the past.

Key Concepts & Vocabulary: ancient, archaeology, artefact, primary source, secondary source, historical inquiry, analyse, interpret, origin, context, significance, conservation, heritage, civilisation, culture, chronology, timeline, excavation, reliability, perspective, bibliography.

The Arts- Media Arts

Students will develop their understanding on digital art by exploring the vast world of animation, focusing on digital, hand drawing and stop motion animation formats. They will create a stop-motion animation that demonstrates their understanding of stories, purposeful camera angles and digital fluency. This will be done through a media project with accompanying planning. Students will also create an artist statement explaining their animations message, intended audience, media art concepts and their inspiration.

Key Concepts & Vocabulary: Camera angles, rule of thirds, frames, key frames, onion skin, story boards, stop motion, transition editing, orientation, climax, conclusion

Health and Physical Education

Health: In Health, students are learning to apply personal and social skills to establish and maintain respectful relationships that promote fair play and inclusivity. They will participate in a variety of Netball games; learning the rules, positions and skills associated with the game. They will apply movement concepts and refine strategies to suit different movement situations in Netball. Students will effectively apply offensive and defensive strategies in a range of game situations. They will demonstrate initiative and direction to promote fair play and inclusivity.

PE: In PE, students are learning to analyse the factors influencing emotional responses when communicating with friends and to investigate strategies and practices to enhance their own, others and community health, safety and wellbeing when communicating digitally. They will make decisions about keeping respectful relationships in online and face-to-face situations. Students will understand how practices for online interactions enhance their own and others' health and wellbeing

Key Concepts & Vocabulary: respectful relationships, fair play, inclusivity, personal skills, social skills, offensive strategies, defensive strategies, draw conclusions, identity, social changes, respectful relationships, wellbeing, emotional response, social skills.



Richmond State School

Deeds Not Words

Science

Students will explore the strand of Biological Sciences by exploring how living things are classified and how organisms depend on one another for survival within ecosystems. They will examine food webs, energy flow and the impact of environmental changes on plants and animals. They will investigate an endangered Queensland species and create a fieldwork information package that explains how science helps protect biodiversity while considering ethical and cultural perspectives, including Aboriginal and Torres Strait Islander knowledge. Throughout the unit, students will develop their scientific inquiry skills by researching, analysing evidence, creating scientific models and communicating their findings using appropriate scientific language.

Key Vocabulary:

biodiversity, classification, ecosystem, habitat, food web, biotic factors, abiotic factors, producer, consumer, decomposer, trophic levels, conservation, endangered species, scientific investigation, ethical considerations.

Food Technology

Family Favourites

This term, students will explore a range of classic family favourite recipes while continuing to develop their practical cooking skills and confidence in the kitchen. Throughout the unit, students will prepare a variety of savoury and sweet dishes, including macaroni cheese, meatloaf, braised sausages, spaghetti and meatballs, slices and baked treats. Students will build on the skills introduced in Term 2 by practising safe food handling, measuring ingredients accurately, following recipes, using a range of kitchen equipment and applying different cooking techniques such as boiling, baking, frying and sauce making. They will also develop teamwork, organisation and kitchen hygiene while preparing quality food products. The unit concludes with a practical cooking assessment where students will independently prepare a family favourite recipe, demonstrating the knowledge and skills they have developed throughout the term.

Key Vocabulary: hygiene, safety, recipe, ingredients, equipment, measure, mix, bake, boil, fry, simmer, sauce, mince, combine, knead, whisk, garnish, presentation, teamwork, nutrition

Digital Technology

In this unit, students will develop their understanding of basic computer skills and grow their skills with computer fluency by developing touch typing.

Key Concepts & Vocabulary: Commands, Short Cut, Home Row, Top Row, Bottom Row, Touch Typing, Words Per Minute (WPM)

Japanese

Students will learn to describe their local community in Japanese. They will identify important places, talk about activities, and compare Australian and Japanese communities. Students will develop their speaking, listening, reading and writing skills while learning about Japanese language and culture. For assessment, students will create and present a short promotional presentation in Japanese, encouraging a Japanese audience to visit and learn about their community.

Key Vocabulary: community, places, activities, town, school, park, shop, culture, presentation, identity

Industrial Design Technology

This term, students will follow the design process to design and manufacture a timber storage box. Throughout the unit, students will develop practical workshop skills while learning to safely use hand tools and equipment. They will investigate materials, interpret working drawings, measure accurately, construct their project and evaluate the success of their finished design.

Students will also learn how designers make decisions by considering purpose, function, safety, sustainability and quality throughout the design process

Key Vocabulary: Design process, design brief, specifications, materials, timber, sustainability, working drawings, measurement, marking out, housing joints, rebate joints, assembly, dry fit, hinges, sanding, finish, evaluation, workshop safety, prototype, technical drawing and construction.



Richmond State School

Deeds Not Words

Year 7, Term 3 2026 Assessment Calendar

English Teacher: Donna Bloor Contact: dlblo0@eq.edu.au	Assessment Name: Exploring Representations of a Concept Assessment Technique: Supervised Analytical Response (Written Examination) Due Date: Week 8	
Mathematics Teacher: Bethea Pattel Contact: bpatt15@eq.edu.au	Assessment name: Alebgra Assessment technique: Exam Due date: Weeks 7-8	
Science Teacher: Bethea Pattel Contact: bpatt15@eq.edu.au	Assessment name: Endangered Species – Lets Work to Solve Assessment technique: Science Reserach Inquiry Due date: Weeks 6-9	
History Teacher: Bethea Pattel Contact: bpatt15@eq.edu.au	Assessment name: Investigating the Ancient Past Assessment technique: Investigating and artefact Due date: Weeks 6-8	
Food Specialisations Teacher: Donna Bloor Contact: dlblo0@eq.edu.au	Assessment name: Family favourites Assessment technique: Practical and Portfolio Due date: Practical – Weeks 3, 5, 7, 8 & 9. Portfolio Week 9	
Health and Physical Education Teacher: Jaimee Baartz Contact: jbaar16@eq.edu.au	Assessment name: My adolescent relationships Assessment technique: Exam Due date: Week3, 6 & 7	Assessment name: Sharp Shooter Assessment technique: Practical Due date: Week 7 & 8
The Arts Teacher: Patrick Clough Contact: pclou5@eq.edu.au	Assessment name: Stop Motion assessment technique: Project/Folio Due date: Week 8	
Japanese RSS Teacher: Bethea Pattel Contact: bpatt15@eq.edu.au	Assessment name: What is community? Assessment technique: Written and spoken Due date: Work requiring submissions weeks 3, 4, 6 and 8	
Digital Technology Teacher: Patrick Clough Contact: pclou5@eq.edu.au	Assessment name: Typing Skills Assessment technique: Project Due date: Week 9	
Design and Technologies Teacher: Terry Macerlean Contact: tpmac0@eq.edu.au	Assessment name: Design: Design and Manufacture a Timber Storage Box Assessment technique: Design Portfolio and Project Due date: Term 3 Weeks 10	