# Junior School

## Curriculum Overview

**Year 8 Learning Program:**

| Subject | Weekly: | Semester 1 | Semester 2 |
|---|---|---|---|
| **English** | **5 periods** | **Term 1:**<br>Students will read and examine the text 'Runner' demonstrating an understanding of the views, values and ideas expressed in the text. They will structure an analytical response to a selected prompt.<br><br>**Term 2:**<br>Students will explore the framework 'Writing about reality' through exploring a range of mentor texts and text forms, and craft a response for an intended audience with a specific purpose. Students engage in reflective commentary on their writing process. | **Term 3:**<br>Students will view the text 'Mean Girls' and/or 'Barbie' and explore the use of narrative devices to explain the different meaning in texts and how these connect to their broader worlds.<br><br>**Term 4:**<br>Students will analyse a series of media, from a range of perspectives expressing opinions about an issue impacting First Nations communities, to identify the arguments, language and structure used to position an audience. |
| **Mathematics** | **5 periods** | **Term 1:**<br>Students strengthen their understanding of numbers and operations, focusing on integers, fractions, decimals, and percentages. They develop problem-solving skills using place value, inverse operations, and estimation in real-world contexts.<br><br>**Term 2:**<br>Students build on relational thinking through patterns, expressions, and equations with variables. They practise simplifying expressions, solving linear equations, and applying algebra to real-world problems. | **Term 3:**<br>Students strengthen their understanding of decimals, percentages, fractions, and ratios, applying these to real-world problems. In statistics, they analyse data, use summary measures like mean, median, mode, and range, and interpret results to make informed decisions.<br><br>**Term 4:**<br>Students explore congruence and transformations, including reflections, rotations, translations, and enlargements, while developing geometric reasoning. They apply formulas to calculate perimeter, area, surface area, and volume, and use Pythagoras' theorem to solve problems involving right-angled triangles. |
| **Science** | **4 periods** | **Term 1:**<br>Students explore living organisms, including the relationships between structure and function at | **Term 3:**<br>Students apply particle and kinetic theories to explain matter, classify substances, separate mixtures, and |

| | | | |
|---|---|---|---|
| | | cellular, organ and body system levels.<br><br>**Term 2:**<br>Students explore tectonic theories in conjunction with rock formation processes, examining how these relate to geological time scales. | distinguish between physical and chemical changes.<br><br>**Term 4:**<br>Students investigate energy forms and transfers, evaluate household energy use, and design series and parallel circuits to explore voltage and current. |
| **Humanities** | **4 periods** | **Term 1:**<br>Students explore the lives of the Vikings, including their roles as farmers, traders, explorers, and storytellers, and how their society changed over time. They also study Japan, examining its culture, traditions, innovations, and how historical events and policies have shaped society.<br><br>**Term 2:**<br>Students learn about Australia's democratic system and legal framework, including citizens' rights and responsibilities, law-making, and the importance of obeying laws. They also explore how Australians participate in democracy and how history, migration, and cultural diversity have shaped national identity and social cohesion. | **Term 3:**<br>Students explore how natural and human processes shape environments and affect people. They study water, magma, and tectonic activity, as well as hazards like earthquakes, volcanoes, and tsunamis. Students also investigate population movement and urbanisation, including why people move, how cities grow, and the challenges of creating sustainable urban areas.<br><br>**Term 4:**<br>Students learn how the Australian economy works and the role of individuals and businesses. They explore taxation, financial decision-making, and consumer protections. Students also develop skills in financial planning and budgeting, understanding income, expenses, profit, and how businesses respond to changing markets. |
| **Health** | **2 periods** | **Term 1:**<br>Students develop confidence and a strong sense of identity, exploring body image, self-acceptance, and emotional resilience. They learn strategies to manage change, support themselves and others, and make safe choices about sexual health and contraception.<br><br>**Term 2:**<br>Students explore respectful relationships, consent, and conflict resolution. They examine the influence of power, control, and gender stereotypes, while developing skills in empathy, assertive communication, and maintaining healthy relationships online and offline. | **Term 3:**<br>Students explore the mental health benefits of physical activity, the impact of stereotypes on identity and consent, and the effects of alcohol and other drugs. They develop protective behaviours, evaluate community resources, and plan strategies to promote health, safety, and wellbeing for themselves and others.<br><br>**Term 4:**<br>Students examine how food, media, and social media influence health and wellbeing. They design campaigns to raise mental health awareness, explore ways to foster inclusion and challenge discrimination, and analyse how |

| | | | |
|---|---|---|---|
| | | | media and influential figures shape health choices and behaviours. |
| **Physical Education** | **4 periods** | **Term 1**<br>Students will participate in cooperative and minor games to further develop confidence, communication, and positive participation. They will refine fundamental movement skills through activities such as volleyball, cricket, tee-ball, and introductory athletics, with a focus on control, accuracy, and safe movement.<br><br>**Term 2**<br>Students will participate in invasion games, developing teamwork, spatial awareness, and decision-making. Through activities such as Australian Rules Football, soccer, handball, gridiron and ultimate frisbee, students will apply movement skills and simple strategies in game situations. | **Term 3**<br>Students will participate in structured team activities using netball and basketball, developing game skills, teamwork, and an understanding of fair play. Students will also be introduced to swimming and water safety concepts, supporting safe and confident participation in aquatic environments.<br><br>**Term 4**<br>Students will participate in lifelong and community-based physical activities, applying movement skills and strategies across different contexts. Through activities such as tennis, hockey, lacrosse, golf and lawn bowls, students will explore transferable skills and inclusive participation. |
| **LOTE** | **2 periods** | **Term 1:**<br>Students introduce themselves and their family, describe hobbies, favourite animals, and colours, and practise forming sentences using basic Mandarin vocabulary. They also translate simple sentences to English to build comprehension.<br><br>**Term 2:**<br>Students expand their vocabulary to include sports and leisure activities, exploring their cultural significance. They practise asking and answering questions to build fluency and confidence in sentence formation. | **Term 3:**<br>Students learn the names of different countries in Mandarin and explore their cultures, major cities, iconic sites, and foods. They develop intercultural understanding while deepening their knowledge of Chinese language and culture.<br><br>**Term 4:**<br>Students learn Mandarin for travel, including essential items, transportation, and common scenarios like checking into hotels, buying food, and asking for directions. They practise conversational skills to communicate confidently in real-life situations. |
| **Art** | **2 periods** | **Semester Long subject:**<br>Students explore ideas through curiosity, experimentation, and personal expression, using a range of materials and techniques. They refine their work in sketches, visual diaries, and practical trials, while taking creative risks and reflecting on their process. | |

| | | |
|---|---|---|
| **Design Technology - Food** | **2 periods** | **Semester Long subject:**<br>Students explore sustainable and ethical food production and develop practical skills in cooking and preserving garden produce. They learn about nutrition, healthy eating, and contemporary food issues, building knowledge to make informed choices when preparing meals. |
| **Design Technologies - Agriculture** | **2 periods** | **Semester Long subject:**<br>Students explore sustainable and ethical food production, learning cost-efficient methods and circular economy practices. They investigate plant growth and resource management through hands-on activities like growing crops, composting, irrigation, and seed raising. Students also study bees, including their life cycle, feeding, water needs, and suitable environments. |