



ISLAMIC COLLEGE  
OF BRISBANE

Seek Knowledge



# YEAR 7

## SUBJECT OVERVIEWS

### TERM 1, 2024

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## **Introduction**

This document should be used as a guide only. The busy nature of schools means that schedules are sometimes disrupted and dates need to be changed.

Whilst we try to avoid this as much as possible, it will happen from time to time and we will keep families informed of changes.

## **Contents**

Islamic	Arabic
English	Maths
Science	Health and Physical Education
Humanities	Design Technology
Digital Technology	Media Arts
Visual Arts	

<b>Year Level</b>	Year 7	<b>Subject</b>	Islamic Studies
<b>Unit Topics</b>	Fiqh (Islamic jurisprudence) Hadith (Prophetic Traditions and sayings) Sirah /Tareekh (Islamic History)		
<b>Assessment Tasks and Dates</b>	N/A		

<b>Week</b>	<b>Learning Intention</b>
<b>1</b>	Introduction Communicating expectations
<b>2</b>	Fiqh Mustahabbat, Makruhat and Nawaqid of Salah Islamic curriculum grade 7 textbook Pg 28-30
<b>3</b>	Fiqh: Sutrah and Sajdah Tilawah Islamic curriculum grade 7 textbook Page: 31 – 34
<b>4</b>	Hadith: Jannah & Jahannam, Ghibah Islamic curriculum grade 7 textbook Page: 64, 65
<b>5</b>	Sirah (Shama'ill) The life of Prophet Muhammad (saw) Islamic curriculum grade 7 textbook Page: 73, 82-87
<b>6</b>	Akhlaaq: Spreading rumours Islamic curriculum grade 7 textbook Page: 160-164
<b>7</b>	Adab: Social manners Islamic curriculum grade 7 textbook Page: 186-192



8	Aqaida (Divine decree) Islamic curriculum grade 7 textbook Pg 132-136
9	Fiqh (Ramadan) Laylato alqader Islamic curriculum grade 7 textbook Pg 53
10	Fiqh (I'tikaf) Islamic curriculum grade 7 textbook Pg 50-52



<b>Year Level</b>	Year 7	<b>Subject</b>	Arabic
<b>Unit Topics</b>	Greetings and Introduction. Family and Pets		
<b>Assessment Tasks and Dates</b>	EP communication exam (vocabulary, reading comprehension, listening comprehension and writing) Week 10		

Week	Learning Intention
1	<ul style="list-style-type: none"> <li>- Greeting and Introduction.</li> <li>- EP accounts set up.</li> <li>- Spelling, vocabulary and composition - 5 words.</li> </ul>
2	<ul style="list-style-type: none"> <li>- Introducing greeting vocabulary.</li> <li>- Introducing yourself to others and asking someone about his/her name using formulaic expressions and appropriate body language.</li> <li>- Spelling, vocabulary and composition - 5 words.</li> </ul>
3	<ul style="list-style-type: none"> <li>- Asking someone how he/she is feeling and saying how you are feeling.</li> <li>- Spelling, vocabulary and composition - 5 words.</li> </ul>
4	<ul style="list-style-type: none"> <li>- Introducing names of family members.</li> <li>-Speaking practice: Introducing your family and talking about your relatives.</li> <li>- Spelling, vocabulary and composition - 5 words.</li> </ul>
5	<ul style="list-style-type: none"> <li>- Recalling names of family members.</li> <li>-Speaking practice: Introducing your family and talking about your relatives.</li> <li>- Introducing names of pets.</li> <li>- Talking about the pets you have at home.</li> <li>- Spelling, vocabulary and composition - 5 words.</li> </ul>



6	<ul style="list-style-type: none"> <li>- Recalling family vocabulary: practicing pronunciation of names of family and extended family members.</li> <li>- Spelling, vocabulary and composition - 5 words.</li> </ul>
7	<ul style="list-style-type: none"> <li>- Listening comprehension: listening to audios to develop listening skills while learning useful vocabulary to talk about family and extended family.</li> <li>- Spelling, vocabulary and composition - 5 words.</li> </ul>
8	<ul style="list-style-type: none"> <li>- Recalling numbers 1 - 10 and saying how many people you have in your family.</li> <li>- Asking other people about their family and pets</li> <li>- Spelling, vocabulary and composition - 5 words.</li> </ul>
9	<ul style="list-style-type: none"> <li>- Recalling names of animals and asking other people about their family and pets</li> <li>- Spelling, vocabulary and composition - 5 words.</li> </ul>
10	<ul style="list-style-type: none"> <li>- EP communication exam (vocabulary, reading comprehension, listening comprehension and writing).</li> <li>- Spelling, vocabulary and composition - 5 words.</li> </ul>



<b>Year Level</b>	7	<b>Subject</b>	English
<b>Unit Topics</b>	Writing Portfolio, Persuasive Communication		
<b>Assessment Tasks and Dates</b>	1. Written - Writing Portfolio 2. Short Test - Advertising		

Week	Learning Intention
1	Introduction to text types Hand out Assessment Informative texts – language and structure Assessment draft #1
2	Imaginative texts – language and structure Assessment draft #2 Persuasive texts – language and structure Assessment draft #3
3	Proof-reading skills Editing skills
4	Final draft of Assessment – Writing Portfolio
5	Monday - Writing Portfolio Due  Unit 2 – Introduction to Persuasive Communication Types and mediums of / for persuasive communication What is advertising? Review purpose and audience
6	Persuasive techniques Identifying persuasive language in print ads. identifying persuasive visuals in print ads.
7	Annotating texts (print ads) for persuasive techniques, audience and purpose Identifying audience and purpose in print ads



8	Assessment: in-class test, short questions and annotation of an unseen print ad. NAPLAN window begins
9	NAPLAN window
10	NAPLAN window closes Start of Unit 3 – Language over time How technology has influenced what and how we communicate (post-internet) Informative article on internet and communication





<b>Year Level</b>	7	<b>Subject</b>	Mathematics
<b>Unit Topics</b>	Unit 1: Working with numbers (ch1-3; Jac Maths Quest 7 - 5th ed) Unit 2: Fractions and percentages		
<b>Assessment Tasks and Dates</b>	Unit 1 test in week 7 - (refer to the calendar for the dates)		

Week	Learning Intention
1	Place value; Adding and subtracting positive integers using mental strategies and algorithms
2	Multiplying positive integers; Dividing positive integers; Rounding and estimating
3	Order of operations; Integers on the line; Integers on the plane; Adding integers
4	Adding integers (continued); Subtracting integers; Multiplying and dividing integers (extension); Order of operations
5	Factors and multiples; HCF and LCM; Index notation
6	Prime and composite numbers; Square and square roots; Divisibility tests
7	Cubes and cube roots Fractions and percentages - What are fractions?; Simplifying fractions
8	Mixed numbers and improper fractions; Adding and subtracting proper fractions
9	Multiplying fractions; Dividing fractions; Working with mixed numbers
10	Percentages as fractions; Calculating percentages of an amount



<b>Year Level</b>	Year 7	<b>Subject</b>	Science
<b>Unit Topics</b>	Unit 1 - Science is- the different disciplines of science Unit 3 - Classification - methods of classifying organisms using a variety of keys. Unit 5 - Separating Mixtures - methods of using separation techniques		
<b>Assessment Tasks and Dates</b>	Wk 4 Unit 1 Experiment Report Wk 9 Unit 3 Test ( Refer to Calendar for dates)		

<b>Week</b>	<b>Learning Intention</b>
<b>1</b>	Introduction, Science is everywhere What do the different branches of science involve?
<b>2</b>	The science laboratory; Detective skills Safety in the laboratory; using laboratory equipment; making observations and inferring from them
<b>3</b>	Keeping things under control; Analysing data Planning experiments; analysing experimental data using tables and graphs.
<b>4</b>	Reporting on investigations; Looking Back Writing experimental reports; revision
<b>5</b>	Introduction; Patterns, order, and organization; Unlocking meaning – patterns in scientific language. Looking for similarities and differences; Characteristics of living things; Method of classification; Breaking down names of organisms to help understand similarities.
<b>6</b>	Unlocking patterns in scientific names; Keys to unlock identity Levels of classification; Using different types of keys
<b>7</b>	Which animal?; Got a backbone!; Mammals using different structures to classify animals; Classifying vertebrates and Classifying mammals.
<b>8</b>	No backbone; Which Plant? No backbone; Which Plant? Classifying invertebrates; Structure and classifying plants
<b>9</b>	Plants no more!; Looking Back; Test Why algae, fungi and lichens are no longer considered plants; revision





<b>Year Level</b>	7	<b>Subject</b>	Health and Physical Education
<b>Unit Topics</b>	Managing Change and Transition/Understanding the Social, Health, and Skill-related Benefits of Physical Activity. In this unit, students will evaluate strategies and resources to effectively manage changes and transition. Students will investigate four key aspects of change (transition, adolescence, genes, and identity), and explore their potential personal, physical, and social impacts. They will also learn about the differences between social, health, and skill-related benefits of physical activity, and explore how these can be both measured and improved through movement.		
<b>Assessment Tasks and Dates</b>	300 word written action plan with 6 main action steps that could be implemented to support a new friend who is experiencing a personal, physical, or social change. The action plan must include a title, a description of the issue or change, and an alternating flow process diagram outlining the action steps and describing how these steps could be applied in real-life situations - Assigned in Week Six, Draft due in Week 8, Final due in Week 10.		

<b>Week</b>	<b>Learning Intention</b>
<b>1</b>	Unit introduction - Change and Transition - Define and understand physical and social change, including the concepts of transition, adolescence, genes, and identity.  Fitness Testing - Investigate and apply movement concepts and select strategies to achieve movement and fitness outcomes.
<b>2</b>	Health information - Access health information and strategies for coping with change and transition, and evaluate the quality and reliability of this information.  Fitness Testing - Investigate and apply movement concepts and select strategies to achieve movement and fitness outcomes.
<b>3</b>	Practical action strategies - Understand effective strategies for managing change. Understand peer and family relationships, and how these can be beneficial resources for dealing with change and transition.  Futsal/ Mini Games/ Volleyball - Investigate and apply movement concepts and select strategies to achieve movement and fitness outcomes.
<b>4</b>	Dealing with emotions - Understand that change and transition may elicit certain emotions, and investigate coping strategies to process these emotions in a healthy way.



	Futsal/ Mini Games/ Volleyball - Investigate and apply movement concepts and select strategies to achieve movement and fitness outcomes.
5	<p>Positive peer relationships - Know how to make new friends and make safe and respectful decisions. Understand how to support others in challenging times.</p> <p>Futsal/ Mini Games/ Volleyball - Demonstrate control and accuracy when performing specialised movement sequences and skills.</p>
6	<p>Assessment assigned - Understand the task requirements, timeline, available resources, and importance of submitting a draft to receive actionable teacher feedback.</p> <p>Futsal/ Mini Games/ Volleyball - Demonstrate control and accuracy when performing specialised movement sequences and skills.</p>
7	<p>Content review - Recall and understand the main content of the unit, including the effects of personal, physical, and social change, the roles of transition, adolescence, genes, and identity in changing circumstances, and effective coping strategies for those undergoing change.</p> <p>Futsal/ Mini Games/ Volleyball - Demonstrate control and accuracy when performing specialised movement sequences and skills.</p>
8	<p>Draft submission of assessment - Completion of the first draft of the assessment which should include an attempt to complete all sections of the assessment to a satisfactory extent. Any part of the assessment left blank by students can not obtain feedback.</p> <p>Ramadan - Apply the elements of movement to compose and perform movement sequences (optional).</p>
9	<p>Redrafting and editing of assessment based on the feedback provided by the teacher on draft submission.</p> <p>Ramadan - Apply the elements of movement to compose and perform movement sequences (optional).</p>
10	<p>Final assessment copy to be submitted to Class Teacher via TEAMS or Student Café.</p> <p>Ramadan - Apply the elements of movement to compose and perform movement sequences (optional).</p>



<b>Year Level</b>	7	<b>Subject</b>	Humanities
<b>Unit Topics</b>	Economics and Business		
<b>Assessment Tasks and Dates</b>	Business Exam - Week 5 Business Report - Week 9		

Week	Learning Intention
1	Understand the ways consumers and producers interact and respond to each other in the market (1.1-1.4)
2	Understand how consumers influence producers in other countries (1.5-1.7)
3	Understand why individuals work, types of work and how people derive an income (4.1-4.6)
4	Understand why and how individuals and businesses plan to achieve short-term and long-term financial goals (2.1-2.5)
5	Exam Revision Complete exam - In-class
6	Understand the characteristics of entrepreneurs and successful businesses (3.1-3.5)
7	Hand out assessment Work on assessment
8	Work on assessment
9	Submit assessment
10	Begin Civics and Citizenship Unit: Understand the key features of government under the Australian Constitution (1.1-1.3, (2.1-2.3)



<b>Year Level</b>	7	<b>Subject</b>	Design Technologies
<b>Unit Topics</b>	Research assignment / workshop component ( hand tools, safety in workshop)		
<b>Assessment Tasks and Dates</b>	Workshop Practical (Week 7)		

Week	Learning Intention
1	<p>understanding of the assessment- task sheet, rubric. Class activities (Practical) Introduction to workshop safety      understanding of the assessment- task sheet, rubric. Class activities (Theory) Work through research questions Structure outline</p>
2	<p>Workshop safety, online safety quiz (Practical) Research design ideas (Theory) Explore design ideas and communicate through annotations, sketches, mood board</p>
3	<p>Workshop demonstration (I do) / Safety observation – (you do) demonstration (Practical)</p> <p>Develop design ideas into Positive, Minus, Interesting comparison (Theory)</p> <p>Plan for design solutions- referring to criteria for success and end user requests</p>
4	<p>Workshop activity- wood working warm up activity- achieving common wood working joints/ procedures. (Practical)</p> <p>Produce design solution – hand sketches, inventor (Theory)</p>
5	<p>Workshop activity - practical - work on assessment [Final submission Week 7]</p> <p>Evaluate design solution – annotations, peer reflection, group discussion (theory) Refine design solution – polish design folio ready for marketing / submission</p>



6	<p>Workshop activity - practical - work on assessment [Final submission Week 7]</p> <p>Evaluate design solution – annotations, peer reflection, group discussion (theory)</p> <p>Refine design solution – polish design folio ready for marketing / submission</p>
7	<p>Workshop activity - practical - work on assessment [Final submission Week 7]</p> <p>Evaluate design solution – annotations, peer reflection, group discussion (theory)</p> <p>Refine design solution – polish design folio ready for marketing / submission</p>
8	<p>Workshop – short activities</p> <p>Research task (theory)</p>
9	<p>Workshop – short activities</p> <p>Research task (theory)</p>
10	<p>Workshop housekeeping duties/ workshop activities /revision</p> <p>Research task (theory)</p>





<b>Year Level</b>	7	<b>Subject</b>	Digital Technologies
<b>Unit Topics</b>	Social and Ethical issues: Cyber-safety, Web design and creation of pages, Computer systems, input. Output and process. Computer system history. Spreadsheet data modelling, creation and retrieval of data		
<b>Assessment Tasks and Dates</b>	Web design project and creation (week 9)		

<b>Week</b>	<b>Learning Intention</b>
<b>1</b>	Cyber-safety, being responsible, safe and a good digital citizen
<b>2</b>	Cyber-safety, being responsible, safe and a good digital citizen (create poster)
<b>3</b>	Web design, reliability and accuracy of content published
<b>4</b>	Web design, reliability and accuracy of content published
<b>5</b>	Web design, reliability and accuracy of content published(project)
<b>6</b>	Web design, reliability and accuracy of content published(project)
<b>7</b>	Web design, reliability and accuracy of content published(project)
<b>8</b>	Web design, reliability and accuracy of content published (project2)
<b>9</b>	Web design, reliability and accuracy of content published(project2), Project submission Week
<b>10</b>	Introduction to Python - Digital problem solving, Computational thinking



<b>Year Level</b>	7	<b>Subject</b>	Media Arts
<b>Unit Topics</b>	<p>This unit focusses on the symbolic and technical elements of film production. Students learn how cinematography, sound, and editing are used to create meaning in artworks. They learn how to analyse the story elements of a film including its genre, setting, and characterisation. They also learn how media artworks can be used to create awareness and how viewpoints from different cultures and societies are displayed in film and Tv. Their learning is assessed through an extended response exam where students must view a short animated film in class and answer questions relating to the films technical and symbolic elements. In their answers students are required to analyse these elements and how they are used to create meaning.</p>		
<b>Assessment Tasks and Dates</b>	<p>Exam - Extended Response: Analysis of the symbolic and technical elements of the short film Lou (2017) Viewed completed in class during week 8 and 9</p>		

<b>Week</b>	<b>Learning Intention</b>
<b>1</b>	Understand the purpose of Media Arts · Explain the main objectives and goals of Media Arts · Identify different forms and mediums of Media Art
<b>2</b>	Understand how the technical and symbolic elements of media arts, including movement, sound, and lighting, work together to create meaning in different contexts and forms for different purposes. · Analyse the use of sound effects and music in films to understand their impact on storytelling and emotional engagement · Analyse the use of lighting in films to understand its influence on mood and visual storytelling
<b>3</b>	Understand how the technical and symbolic elements of media arts, including composition, space and time work together to create meaning in different contexts and forms for different purposes. · Identify different shot types used in films and explain their significance in visual storytelling · Analyse how shot types are utilized in films to convey specific messages and evoke certain emotions
<b>4</b>	Understand types of characters and how selected features allow for quick communication · Investigate common character tropes in media and recognize their recurring traits · Explain the purpose and effects of these character tropes in conveying information quickly to the audience
<b>5</b>	Understand viewpoints from different societies and cultures · Compare and contrast two media artworks created in or for different cultures, exploring their themes, storytelling techniques, and cultural influences



6	Understand the role of media artworks in creating awareness of contemporary issues · Explain how media artworks raise awareness about current societal, environmental, or political issues · Analyse specific examples of media artworks that effectively address contemporary issues
7	Understand how to analyse a short film using an in-class example · Watch the short film La Luna (2011) and analyse as a class · Analyse its narrative structure, visual techniques, and thematic elements
8	Hand out assessment · Watch short film in class · Working on assessment
9	Assessment Due
10	Install Adobe Photoshop and begin tutorials



<b>Year Level</b>	7	<b>Subject</b>	Visual Art
<b>Unit Topics</b>	In this unit, students will expand their understanding of how artists, craftspeople, and designers bring their ideas to life through various visual representations, practices, processes, and perspectives. They will advance their proficiency in using visual language and conventions with increasing complexity. Students will draw inspiration from artworks spanning different cultures, times, and locations		
<b>Assessment Tasks and Dates</b>	Project (Week 10)		

Week	Learning Intention
1	To understand basic fundamentals Describe definitions of basics with examples
2	To understand basic fundamentals Describe definitions of basics with examples
3	To explore the use and meaning of artistic symbols Able to name and use a style of sketching in a sample
4	To understand how volume and line affect proportion and perspective Know differences between volume and surfaces and line of sight
5	Use of colour and line – summer and winter techniques in landscapes Use simple colors for warmth and coolness in images
6	To create a Personal Shield representing identity. Use symbols, calligraphy, and ancient art techniques.
7	Work on Project
8	Work on Project
9	Work on Project



