



ISLAMIC COLLEGE  
OF BRISBANE



**YEAR 7**  
**SUBJECT OVERVIEWS**  
**TERM 1, 2025**

Islamic College of Brisbane Ltd t/a Islamic College of Brisbane

CRICOS Provider No: 02435A



## 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>	Grade 7	<b>Subject</b>	Islamic Studies
<b>Unit Topics</b>	Life of prophet Mohammad(SWA) in Mekka. Ramadan.		
<b>Assessment Tasks and Dates</b>	Assignment - written response 400–600 words.		

<b>Week</b>	<b>Learning Intention</b>
<b>1</b>	Overview of the term - Quran to study and topics to cover.
<b>2</b>	<p>Life of prophet Mohammad (SAW) in Mekka.</p> <p>1. The First Revelation Prophet Muhammad (SWA) received the first revelation from Angel Jibreel in the Cave of Hira, marking the start of his prophethood and the message of Islam.</p> <p>2. The Year of Sorrow This year was marked by the death of two key supporters of the Prophet: his uncle Abu Talib and his wife Khadijah . After their passing, the Quraysh increased their hostility, leading to threats against the Prophet's (SWA) life.</p>
<b>3</b>	<p>The challenges prophet Mohammad (SAW) faced from Quraysh, that made the hijra (migration) so significant.</p> <p>1. After the death of Mohammad's Uncle Abu Talib Quraysh increased their hostility</p> <p>2. Mohammad (SAW) visited Taif</p> <p>3. The Night Journey and Ascension (Al-Isra and Al-Miraj)</p>
<b>4</b>	<p>The prophet Mohammad (SAW) had wise reactions to challenges and choices.</p> <p>The Hijrah to Madinah Facing continuous persecution and threats of assassination in Makkah, the Prophet received Allah's (SWT) command to migrate to Madinah. This marked the beginning of a new phase for the Muslim community and the establishment of an Islamic state.</p>
<b>5</b>	Introduction to Ramadan and how different families/cultures celebrate. Participation in the actions, rituals, and prayers of Ramadan contributes to personal and spiritual development. (GC – Personal and Social).



6	The importance of Ramadan in the life of a Muslim. The importance of fasting in the life of a Muslim. The night power (Laylatu-Al-Qadir) Itikaf
7	The rules of fasting. The list of factors that determine when someone is excused from fasting.
8	Goals that we want to achieve during the holy month of Ramadan.
9	Spiritual and personal development as a muslim due to Ramadan.
10	Assessment - assignment - Why is Ramadan important in the lives of Muslims?



<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		

<b>Week</b>	<b>Learning Intention</b>
<b>1</b>	<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>
<b>2</b>	<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>
<b>3</b>	<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>
<b>4</b>	<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>
<b>5</b>	<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 - Week 3 2. Short Test - Advertising - Week 7		

<b>Week</b>	<b>Learning Intention</b>
<b>1</b>	Introduction to text types Hand out Assessment Imaginative texts - language and structure
<b>2</b>	Assessment draft #1 Persuasive texts – language and structure Assessment draft #2
<b>3</b>	Proof-reading skills Editing skills Writing Portfolio Due
<b>4</b>	Unit 2 - Introduction to Persuasive Communication Types and mediums of /for persuasive communication What is advertising? Review purpose and audience
<b>5</b>	Persuasive techniques Identifying persuasive language in print ads Identifying persuasive visuals in print ads
<b>6</b>	Annotating texts (print ads) for persuasive techniques, audience and purpose Identifying audience and purpose in print ads
<b>7</b>	NAPLAN window begins - March 12 10/11 March Assessment - In class test, short questions and anotation of an unseen print ad
<b>8</b>	NAPLAN window Creation of a Print advertisement on a product - student choice. Developing visual persuasive elements to convince an audience to purchase advertised product.



9	<p>NAPLAN window closes - March 24</p> <p>Developing and writing a rationale to explain the use of visual elements and rhetoric in the advertisement.</p>
10	<p>Start of Unit 3 – Language over time</p> <p>How technology has influenced what and how we communicate (post-internet)</p> <p>Informative article on internet and communication</p>





<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)		

<b>Week</b>	<b>Learning Intention</b>
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 2025 T1 (V9.0)	<b>Subject</b>	Science
<b>Unit Topics</b>	Unit 1 - Science Inquiry: Science is- the different disciplines of science Unit 2 - Chemical Science: Mixtures, States of Matter		
<b>Assessment Tasks and Dates</b>	Wk 4 Unit 1 Experiment Report Wk 9 Unit 2 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>	ASSESSMENT: Lab Report Introduction: Mixtures: What are Mixtures?, Properties of mixtures,
<b>5</b>	Suspensions, Colloids & Emulsions, Solutions, Dissolving & Heat, Concentration
<b>6</b>	Concentration, Separating Mixtures, Chromatography, Cleaning polluted storm water, Pollutants, Revision,
<b>7</b>	Introduction to States of Matter, Properties of Matter
<b>8</b>	Particle Model Theory,
<b>9</b>	Measuring Density
<b>10</b>	Science & Society (Life on Mars), Revision, Test





<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		

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

<b>Week</b>	<b>Learning Intention</b>
<b>1</b>	<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>
<b>2</b>	<p>Workshop safety, online safety quiz (Practical) Research design ideas (Theory) Explore design ideas and communicate through annotations, sketches, mood board</p>
<b>3</b>	<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>
<b>4</b>	<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>
<b>5</b>	<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 T1	<b>Subject</b>	Digital Technologies
<b>Unit Topics</b>	Social and Ethical issues: cyber-safety, cyberbullying; Web design and creation of pages; Digital systems: hardware, networks, computer system history. Python programming I; Data modelling: creation and retrieval of data		
<b>Assessment Tasks and Dates</b>	Web design project based assessment (week 9) 28 Mar 2025		

<b>Week</b>	<b>Learning Intention</b>
1	Cyber-safety, being responsible, safe and a good digital citizen
2	Cyber-safety, being responsible, safe and a good digital citizen (design and publish cyber-bullying.cyber-safety poster)
3	Web design - good and bad design
4	Web design, reliability and accuracy of content published
5	Web design, reliability and accuracy of content published
6	Web design, reliability and accuracy of content published(in class project)
7	Web design, reliability and accuracy of content published(in class project)
8	Web design, reliability and accuracy of content published (own project)
9	Web design, reliability and accuracy of content published(own project) Project submission Week
10	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>	Exam - Short Response Analysis of Pixar short film - Week 6		

<b>Week</b>	<b>Learning Intention</b>
<b>1</b>	<p>Introduction to Media Arts and Cinematography</p> <p>Students will be able to identify the correct shot size and camera angle of a screenshot from popular movies.</p>
<b>2</b>	<p>Students will understand the technical and symbolic elements of cinematography. Specifically how camera movement can be used to create movement and composition.</p> <p>Students will understand and symbolic elements of editing and how editing is used to create meaning.</p>
<b>3</b>	<p>Students will understand the technical and symbolic elements of sound and lighting in film and how they are used to create meaning.</p>
<b>4</b>	<p>Students will understand the history of sound in film as they view a documentary on sound design in cinema.</p>
<b>5</b>	<p>Students will understand how characterisation is used to create meaning in cinema. They will be able to identify common character tropes and identify examples from popular media.</p> <p>Students will understand the technical and symbolic elements of production design.</p>



6	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
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	Students will complete a short response exam analysing the technical and symbolic elements of a Pixar short film.
9	Begin Next Unit Install Photoshop on computers
10	Students will learn how to use Adobe Photoshop by completing some introductory tutorials.



<b>Year Level</b>	2025 Term 1 Year 7	<b>Subject</b>	Visual Art
<b>Unit Topics</b>	Develop Self Identity, culture, and societal influences		
<b>Assessment Tasks and Dates</b>	Week 2 to 8 Personal Crest: Cultural Family shield Introduction to course objectives and expectations.		

<b>Week</b>	<b>Learning Intention</b>
1	Introduction to Personal and Cultural Identity in Art: The significance of symbols in art and cultural identity.
2	Exploring Cultural Influences: Common motifs and their meanings in Indigenous art. Experiment with dot painting and patterns.
3	Heraldry and Family Crests in Art History: History of family crests and their use in different cultures.
4	Developing Perceptual and Conceptual Skills: Focus on composition: Balance, symmetry, and visual hierarchy in design.
5	Experimentation with Materials and Techniques
6	Creating the Family Crest Shield Begin production of final shields using chosen materials and techniques.
7	Reflect and Refine: completion and explaining.
8	Writing Artist Statements
9	Showcase and Reflect Exhibition: Display shields with artist statements in a class or school.
10	Reflect on Assessment - techniques for future improvement.

