Essential Learnings Year 7

Reading and viewing VI

ii. Read and view a range of literary and non-literary text types, encompassing:
   • familiar or unfamiliar content that requires background knowledge.

iii. Predict, confirm and make meaning from literary and non-literary texts by activating a range of comprehension strategies, including:
   • using prior knowledge about text type, subject matter and author
   • questioning texts about context, subject matter, purpose and points of view
   • seeking clarification when meaning is not clear
   • drawing conclusions using stated and inferred information about significant concepts, arguments or descriptions from the text.

iv. Independently read a range of texts and show understanding by:
   • summarising the main ideas, concepts, arguments and supporting details
   • synthesising information within texts and between texts
   • inferring meaning from stated and implied ideas, and supplying evidence from interrelated parts of texts
   • evaluating and reflecting on the author’s point of view, quality of the author’s craft, accuracy or reliability of content and how well they meet their purpose.

Essential learnings - End Y 7

   Texts present subject matter from a particular perspective.
   A text can be constructed for more than one purpose.
   Non-literary texts evaluate, inform, present arguments and persuade.
Health & Physical Education

Health

Health has physical, social, emotional, cognitive and spiritual (relating to beliefs) dimensions, which are interrelated.

Family, peers and the media influence health behaviours.

Identity and self-image are influenced by environmental factors, including the media, and social expectations of age, gender and culture.

Technology

Knowledge and understanding - technology as human endeavour

Design and development of products are influenced by societies' changing needs and wants, and include artefacts, systems, environments and services.

Studies of Society & the Environment

Culture & Identity

Material and non-material elements influence personal identity and sense of belonging of groups.

Perceptions of different cultures and groups are influenced by local, national and world events and by representations in the media.

ICT

Communicating with ICTs

Students experiment with, select and use ICTs across key learning areas to collaborate and enhance communication with individuals, groups or wider audiences in local and global contexts for an identified purpose and audience. They:

• collaborate, develop, organise and present new ideas
• consider how ICTs can be used to enhance interpersonal relationships and empathise with people in different social and cultural contexts
• apply suitable or agreed communication conventions and protocols
• select and apply a variety of digital media to improve communication
• establish their own or a group image and identity in communication
• reflect on their use of ICTs and consider feedback to improve collaboration and refine and communicate meaning.
Ethics, issues and ICTs

Students understand the role and impact of ICTs in society. They develop and apply ethical, safe and responsible practices when working with ICTs in online and stand-alone environments. They:

- apply codes of practice for safe, secure and responsible use of ICTs
- review the use of ICTs in terms of safety, ethical practice, legality and responsibility
- apply values and codes of practice of the ICT environment that respect individual rights and cultural differences when accessing and delivering information online
- apply protocols to acknowledge the owner(s)/creator(s) of digital information sources and develop an awareness of legislation relating to digital theft and plagiarism
- apply a range of preventative strategies to address issues relating to health and safety when using ICTs
- develop and apply strategies for securing and protecting digital information, including personal information
- evaluate how their use of ICTs meets ethical and legal criteria
- reflect on, analyse and evaluate the use of ICTs, assess their impact in the workplace and society, and consider future needs.

Operating ICTs

Students use a range of advanced ICT functions and applications across key learning areas to inquire, create, collaborate and communicate, and to manage information and data. They:

- develop operational skills and begin to use the extended functionality of a range of ICT devices
- investigate the main uses and processes of some input, output, processing and storage devices
- describe various ICT devices and processes using ICT-specific terminology
- apply operational conventions when using ICTs
- develop strategies for learning new ICT operations and consider different ways to perform tasks
- identify operational advantages to manage personal ICT resources and customise interfaces
- apply agreed processes for personal management of digital content and identify the advantages of customisation
- reflect on, analyse and evaluate their operational skills to meet the requirements of system resources, processes and conventions.