



WEST WYALONG HIGH SCHOOL

SUBJECT SUMMARIES YEAR 8 – TERM 1 2025

Subject	Focus Area	Suggested home practice	Formative Assessment	Summative Assessment
ENGLISH	Poetry Unit Students will look at different styles of poetry. They will learn relevant writing techniques to create their own poems. Students will also begin the process of writing critical analysis responses.	Revise classroom learning (Check Google classroom) Develop course vocabulary Draft written responses IXL practise 15 minutes minimum of reading a novel at least twice a week	Formative Do Now check-ins Teacher observations Classroom writing tasks IXL skills progression Summative Submission of a poetry anthology	
DIGITAL TECHNOLOGY	Students will ideate, design, and code their own 'app' based on a personal interest, allowing them to express their creativity and technical skills. They will learn essential programming concepts and user interface design principles resulting in a functional app that reflects their unique ideas.	Students can explore digital design tools like Canva and Adobe Express.	Regular check-ins and feedback sessions on their app development progress and coding challenges.	A final presentation of their completed app, demonstrating its features and functionality.
ENGINEERED SYSTEMS	Students will learn about simple machines and their applications by designing and creating a mechanical CAM toy using various construction techniques. They will explore the mechanics behind simple machines and how they work together to create motion and functionality in their toy designs.	Students can research different types of CAM toys and sketch their own designs, considering the mechanics involved.	Regular feedback sessions as students share their design ideas and progress in creating their CAM toy.	Students demonstrate their completed CAM toy, explaining its design features and the principles of simple machines used.
FOOD & AGRICULTURE	Students will be investigating key Australian agricultural production industries. They will complete a major project to design and cook a food item using fresh produce and raw materials, while also learning essential food preparation and cooking techniques.	Students can practice the cooking skills learned in the classroom at home by preparing and presenting different dishes.	Ongoing check-ins and discussions about cooking techniques throughout the unit.	A final project where students showcase their designed food item, including the process, ingredients used, and a reflection on their learning experience.



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GEOGRAPHY	Water in the World Students examine water as a resource and the factors influencing water flows and availability of water resources in different places. They investigate the nature of water scarcity and assess ways of overcoming it.	Revision of key vocabulary and associated practice activities. Watching news & ABC BTN for weather and natural hazard events	In-class writing tasks & learning activities	Topic Test (Week 10, Term 1)
HISTORY	<i>The Western and Islamic World</i> Medieval Europe Study of the nature of society in Europe during the Middle Ages.	Revise classroom learning Develop course vocabulary Revise classroom learning (Check Google classroom)	Formative Do Now check-ins Teacher observations Writing paragraphs (Google Classroom) Summative Empathy and/or research written task	
MATERIALS TECHNOLOGY	Students will explore loom weaving by creating their own unique designs using various materials. They will work through the design process, enhancing their understanding of material properties and techniques while developing their creativity and craftsmanship.	Students can research different weaving patterns and materials and sketch their design ideas at home.	Ongoing feedback during the design process as students share their progress and challenges.	A final display of their woven piece along with a reflection on their design process and material choices.
MATHS	Students will begin with the Maths U See program. This program is designed to improve student's mastery of mathematical operations (addition, subtraction, multiplication and division) and foundational mathematical concepts (fractions and decimals).	Complete any unfinished learning activities. Weekly: Revision of learnt concepts.	Learning interactions. Collaborative and individual activities.	Maths U See Program tests.



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MUSIC	In this unit, “Becoming a Song Maker”, Year 8 students create and respond to music while learning key composition skills through different songwriting styles and processes. They use digital tools like music streaming and recording software and collaborate with classmates. Students experiment with songwriting techniques to express ideas and emotions, develop creativity and share musical experiences. They also learn to use digital audio workstations and explore their identity as musicians within their cultural context.	Students can practice songwriting at home by writing lyrics, creating melodies, and experimenting with digital audio tools. They can also listen to and analyse songs, record demos, collaborate with peers, and explore different musical styles to develop their skills and creativity.	Whole class, group and individual feedback will be provided throughout the term as class activities are undertaken.	Students collaboratively create a song with harmonic, melodic, and lyrical elements using music technology or live performance. Students keep a journal to document their songwriting process, analyse influence from other artists, and reflect on how collaboration shaped their song and their role as a storyteller.
PDHPE	Students will be exploring the benefits of physical activity and investigating the various components of fitness. There will be a focus on activities that offer lifelong benefits.	Complete any unfinished learning activities. Participate in 15 minutes of moderate to vigorous physical activity each day.	Learning interactions. Practical activities.	Fitness Fanatics unit topic test.
SCIENCE	Students will focus on plant and body systems during term 1. They will be encouraged to take part in dissections of flowering plants, a heart and lungs to understand the reproduction system, the circulatory system and respiratory system. Moving on to food chains, food webs and how organisms interact within an ecosystem.	Students are encouraged to regularly review classwork and dedicate time to their portfolio and Stile lessons.	Digital Pretest Alarm writing task to Explain why systems in multicellular organisms work together. Graphing task related to Heart rate and exercise	Digital Post test Depth study at Lake Cowel on ecosystems, food chains and food webs



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VISUAL ARTS	This term learning in visual arts is based on Pop Art. The historical and critical studies will be based on the study of the practice of Pop Art artists and The Conceptual Framework. The students will use printmaking techniques to create an artwork in the Pop Art style.	Taking the time to practice drawing skills Practice Art Vocabulary Keep VAPD up to date Use Google classroom to access missed work	Do Now checks (literacy/vocab) Feedback on artwork progress (written/verbal) Teacher observations Feedback on historical and cultural studies writing activities	Artwork 1 (Printmaking) and VAPD