NSW Department of Education

Technology 7–8 – sample scope and sequence

Years 7 and 8 – term-length units

NSW GOVERNMENT

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About this resource

Purpose of resource

This is a sample scope and sequence for Technology 7–8 that can be used to help plan the delivery of Technology 7–8 in schools. The sample scope and sequence and associated teaching and learning resources guiding the implementation of the Technology 7–8 Syllabus are designed through the Phases approach. This information is designed to guide teachers through the phases approach to conceptual programming and enhance their understanding of the sample materials and the ways they can be adopted and adapted.

Target audience

This resource can be used by teachers and school leaders to plan the implementation of Technology 7–8 in their school.

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Rationale

All NSW public schools need to plan curriculum and develop teaching programs consistent with the *Education Act 1990* (NSW) and the NSW Education Standards Authority (NESA) syllabuses and credentialing requirements.

Scope and sequences form part of the ongoing documentation or evidence schools maintain to comply with the department's policy, policy standards and registration requirements.

Developing a robust scope and sequence has many benefits and may help teachers and schools to:

- promote high expectations for student learning
- identify opportunities for explicit teaching
- create opportunities for students to receive feedback on their learning
- systematically plan for and undertake assessment
- collect and use data to monitor achievements and identify gaps in learning
- differentiate curriculum delivery to meet the needs of students at different levels of achievement
- collaborate with other teachers to plan for quality teaching and learning.

This resource has been developed to assist teachers in NSW Department of Education schools to create learning that is contextualised to their classroom. It can be used as a basis for the teacher's own program, assessment, or scope and sequence, or be used as an example of how the new curriculum could be implemented. The resource has suggested timeframes that may need to be adjusted by the teacher to meet the needs of their students.

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Technology 7–8 – scope and sequence (term-length units)

Table 1 – Technology 7–8 (Year 7) scope and sequence

	Term 1	Term 2	Term 3	Term 4
Unit	Food	Agriculture	Jewellery	Engineering
Focus area	Food and agricultural practices	Food and agricultural practices	Materials and production processes	Engineering technologies and systems
Outcomes	**TE4-SDP-01, TE4-PDP-01, TE4-DES-01, TE4-PPM-01, TE4-SAF-01**	**TE4-SDP-01, TE4-PDP-01, TE4-DES-01, TE4-PPM-01, TE4-SAF-01**	**TE4-SDP-01, TE4-PDP-01, TE4-MSC-01, TE4-DES-01, TE4-PPM-01, TE4-SAF-01**	**TE4-SDP-01, TE4-PDP-01, TE4-MSC-01, TE4-DES-01, TE4-PPM-01, TE4-SAF-01**
Unit outline	Students safely use equipment to develop skills and techniques when producing food items for specific nutritional needs.	Students safely use agricultural production techniques and tools to undertake a horticulturally-based project.	Students design and produce a range of jewellery using mixed materials.	Students apply engineering concepts while safely using tools and processes to design and produce an engineered product or system.

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Table 2 – Technology 7–8 (Year 8) scope and sequence

	Term 1	Term 2	Term 3	Term 4
Unit	Digital	Timber	Metal	Interactive media
Focus area	Digital and communication technologies	Materials and production processes	Materials and production processes	Digital and communication technologies
Outcomes	**TE4-SDP-01, TE4-DES-01, TE4-PPM-01, TE4-SAF-01, TE4-DIG-01, TE4-DIG-02**	**TE4-SDP-01, TE4-PDP-01, TE4-MSC-01, TE4-DES-01, TE4-PPM-01, TE4-SAF-01**	**TE4-SDP-01, TE4-PDP-01, TE4-MSC-01, TE4-DES-01, TE4-PPM-01, TE4-SAF-01**	**TE4-SDP-01, TE4-DES-01, TE4-PPM-01, TE4-SAF-01, TE4-DIG-01, TE4-DIG-02**
Unit outline	Students use digital technologies and code to develop a prototype.	Students safely use tools and processes to design and produce a timber-based project.	Students safely use tools and processes to design and produce a metal-based project.	Students design and produce an interactive media solution using communication technologies.

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Support and alignment

Resource evaluation and support: all curriculum resources are prepared through a rigorous process. Resources are periodically reviewed as part of our ongoing evaluation plan to ensure currency, relevance and effectiveness. For additional support or advice, or to provide feedback, contact the TAS Curriculum team by emailing TAS@det.nsw.edu.au.

Differentiation: further advice to support Aboriginal and Torres Strait Islander students, EAL/D students, students with a disability and/or additional needs and high potential and gifted students can be found on the Planning, programming and assessing 7–12 webpage. This includes the Inclusion and differentiation 7–10 advice webpage.

Assessment: further advice to support formative assessment is available on the Planning, programming and assessing 7–12 webpage. This includes the Classroom assessment advice 7–10. For summative assessment tasks, the Assessment task advice 7–10 webpage is available.

Consulted with: Curriculum and Reform and subject matter experts

Alignment to system priorities and/or needs: School Excellence Policy

Alignment to the School Excellence Framework: this resource supports the School Excellence Framework elements of curriculum (curriculum provision) and effective classroom practice (lesson planning, explicit teaching).

Alignment to Australian Professional Standards for Teachers: this resource supports teachers to address Australian Professional Standards for Teachers 3.2.2.

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Evidence base

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