



HOME ECONOMICS 7-10 CURRICULUM OVERVIEW



Year 7

Year 8

Year 9

Year 10

TERM 1

TERM 2

TERM 3

TERM 4

Year	Year 7	Year 8	Year 9	Year 10
WEEK 1	Unit 1: Kitchen and Food Safety Students will complete a brief unit on kitchen safety and hygiene. Students will watch a video and complete a formative assessment task.	Unit 1: Kitchen and Food Safety Students will complete a brief unit on kitchen safety and hygiene. Students will watch a video and complete a formative assessment task.	Unit 1: Influences on Food Choices Students analyse the influences on our food choices through investigating cultural and environmental factors.	Unit 1: Kitchen and Food Safety Students will complete a brief unit on kitchen safety and hygiene.
WEEK 2				
WEEK 3	Unit 2: Healthy Lifestyles Students will recognise the importance of living a balanced healthy lifestyle with a focus on mealtimes. Practicals and learning will include how to plan, select and prepare food for each mealtime to maintain good health and nutrition.	Unit 2: Australian Guide to Healthy Eating/Healthy Lifestyle Students will recognise the importance of living a balanced healthy lifestyle. Students will explore the Australian Guide to Healthy Eating and complete formative assessment tasks.	Unit 2: Convenience Foods vs Homemade To establish students understanding of convenience/processed food, how they effect health and how to make alternative/healthier food choices. Design a healthy takeaway (convenient) meal and suitable packaging/labelling that adheres to the Food Standards Australia New Zealand Code. Students will complete an evaluation report.	Unit 2: Cooking on a Budget Students will learn the principles of budgeting with food and apply this knowledge to complete 2 main assignments which have a strong focus on best reflecting the Australian Guide to Healthy Eating and the Australian Dietary Guidelines along with budget constraints. Students will use the design process to best meet each design brief, make and then evaluate on the processes used and success outcomes achieved.
WEEK 4				
WEEK 5	Unit 3: Healthy Snack or Lunch Option with a paddock to plate focus Students will design, select, produce and evaluate a healthy snack or lunch takeaway dish that reflects the principles of paddock to plate. The dish must best reflect the Australian Guide to Healthy Eating and be low in fat, sugar and salt and include natural sources of dietary fibre.	Unit 3: Mystery Box In pairs, students will design, produce and evaluate a healthy savoury dish using a prescribed set of "mystery" ingredients, which must best reflect the Australian Guide to Healthy Eating.		
WEEK 6				
WEEK 7				
WEEK 8				
WEEK 9				
WEEK 10				
WEEK 11	Unit 4: Introduction to Sewing Students will complete a brief unit on sewing safety, the parts and functions of the sewing machine and overlocker. Students will also learn the range of different tools and equipment used in textiles.	Unit 4: Introduction to Sewing Students will complete a brief unit on sewing safety, the parts and functions of the sewing machine and overlocker. Students will also learn the range of different tools and equipment used in textiles.	Unit 3: Sewing Safety & Equipment Students will complete a brief unit on sewing safety, the parts and functions of the sewing machine and overlocker. Students will also learn the range of different tools and equipment used in textiles.	Unit 3: Moving Away From Home Students investigate the reasons young people leave home, costs involved in moving and the types of accommodation that may be available to them. They also investigate issues around sharing accommodation with others and how to avoid conflict.
WEEK 1				
WEEK 2				
WEEK 3				
WEEK 4	Unit 5: Drawstring Bags Students will design, make and evaluate a personalised drawstring bag. They must use the information from the design brief to design and create the bag. The drawstring bag needs to include both functional and design qualities.	Unit 5: Personalised Apron Students will design, make and evaluate a personalised apron suitable for the kitchen. They must use the information from the design brief in order to design and create an apron. The apron needs to include both functional and design qualities.	Unit 4: Design Elements/Fibres & Fabrics Students will complete a brief unit on fibres and fabrics. They will learn how fabric is made and the difference between synthetic and natural fibres. Students will also learn the structure of fabric and the different weaves of fabrics.	Unit 4: Decorating on a Budget Using the design process students explore, select and make a sustainable article they can use in the home using recycled, upcycled or cheap resources. They will also select, plan and upcycle secondhand clothing or articles into something new. Students will also reflect and evaluate the successes and outcomes of both tasks.
WEEK 5				
WEEK 6				
WEEK 7				
WEEK 8				
WEEK 9				
WEEK 10				
WEEK 1			Unit 1: Pasta Design Students will build upon the skills learnt to research, design and produce a pasta dish. They will consider the basic principles of food design and highlighting one of Australia's cultural influences. The final product must follow the design brief and represent balance. Students will reflect on their design decisions and outcomes in an evaluation.	Unit 1: Food Design Students investigate the principles of food design to best reflect a design brief and explore creative design solutions. During this unit they will also explore Australian indigenous ingredients and create a selection of dishes using these ingredients. They explore ingredient qualities and characteristics and how to use them in contemporary dishes.
WEEK 2				
WEEK 3				
WEEK 4				
WEEK 5				
WEEK 6				
WEEK 7				
WEEK 8				
WEEK 9				
WEEK 10				
WEEK 1				
WEEK 2				
WEEK 3				
WEEK 4				
WEEK 5				
WEEK 6				
WEEK 7				
WEEK 8				
WEEK 9				
WEEK 10				
WEEK 1				
WEEK 2				
WEEK 3				
WEEK 4				
WEEK 5				
WEEK 6				
WEEK 7				
WEEK 8				
WEEK 9				

*Please note: The Unit order may alter due to facility and resource availability