

**THE S2/3 EXPERIENCE**

**Courses for S2 & S3 Pupils**

**SESSION 2017-2018**

ABERDEEN GRAMMAR SCHOOL

**ABERDEEN GRAMMAR SCHOOL**

**CURRICULUM FOR EXCELLENCE**

**CURRICULUM RATIONALE**

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| **1)** | Aberdeen Grammar School’s curriculum model for S1-S6 is designed to deliver the Curriculum for Excellence entitlements and is based upon the CfE Principles of Curriculum Design. Through the curriculum design the school will develop the four capacities of CfE. | | | | | | | | | | | | |
|  | - | | | Successful learners | | | | | |  | | | |
|  | - | | | Confident individuals | | | | | |  | | | |
|  | - | | | Responsible citizens | | | | | |  | | | |
|  | - | | | Effective contributions | | | | | |  | | | |
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|  | The curriculum is the totality of experiences which are planned for pupils. It includes the four contexts for learning. | | | | | | | | | | | | |
|  | - | | | Ethos and life of the school as a community | | | | | |  | | | |
|  | - | | | Curriculum areas and subjects | | | | | |  | | | |
|  | - | | | Interdisciplinary Learning | | | | | |  | | | |
|  | - | | | Opportunities for personal achievement | | | | | |  | | | |
|  |  | | | **Principles of Curriculum Design**  Challenge and Enjoyment  Breadth  Progression  Depth  Personalisation and choice  Coherence  Relevance | | | | | |  | | | |
|  | The 8 curriculum areas of Curriculum for Excellence are used as appropriate to plan the curriculum. | | | | | | | | | | | | |
|  |  | | | **Curriculum Areas**  Languages  Mathematics  Science  Social Subjects | | Technologies  Expressive Arts  Health and Wellbeing  Religious and Moral Education | | | | |  | | |
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| **2)** | Each pupil is entitled to | | | | | | | | | | | | |
|  |  | | a coherent curriculum which allows for progression through the Experiences and Outcomes across all 8 curriculum areas and includes well planned transitions and the development of skills | | | | | | | | | | |
|  |  | | a curriculum which encompasses challenge and enjoyment | | | | | | | | | | |
|  |  | | in the Junior Phase a broad general and balanced curriculum through to CfE Third level with increasing personalisation and choice to support motivation, progression, challenge and enjoyment | | | | | | | | | | |
|  |  | | a curricular experience which enables pupils to acquire a broad range of achievements and maximise their attainment | | | | | | | | | | |
|  |  | | a curriculum which includes learning in curriculum areas and subjects and through inter-disciplinary links | | | | | | | | | | |
|  |  | | a Senior Phase S4-S6 which builds on the Junior Phase and offers opportunities to study for qualifications both within the school, consortium school and FE colleges and to enhance a portfolio of achievements | | | | | | | | | | |
| **3)** | The six years of secondary school have been planned as a coherent and progressive experience for all pupils. Transitions from primary to secondary school, and from secondary to post school destinations have been planned to ensure continuity. | | | | | | | | | | | | |
|  | In Aberdeen Grammar School the experience is divided into 2 “phases” | | | | | | | | | | | | |
|  | (1) | | The “Junior Phase” is S1, S2 and S3 | | | | | | | | | | |
|  | (2) | | The “Senior Phase” is S4, S5 and S6 | | | | | | | | | | |
| **4)** | **THE JUNIOR PHASE CURRICULUM DESIGN** | | | | | | | | | | | | |
|  | The Junior Phase curriculum is designed to provide a broad general education which increasingly builds upon pupils’ experience in primary school. It is also designed to provide a smooth transition into the Senior Phase. | | | | | | | | | | | | |
| **5)** | **S1 CURRICULUM** | | | | | | | | | | | | |
|  | In S1 all young people experience a broad general education involving well planned courses in all 8 curriculum areas. They receive their entitlement to the range of Experiences and Outcomes across all aspects of the 8 curricular areas up to and including the Third Level of CfE as is consistent with their learning needs. By focusing on the standards and expectations in the experiences and outcomes staff plan opportunities for progression and ensure learners build progressively on their prior learning. | | | | | | | | | | | | |
|  | The S1 timetabled courses are:- | | | | | | | | | | | | |
|  | English and Literacy  Mathematics and Numeracy  French  Science  Social Studies  Religious and Moral Education  Drama  Music  Performing Arts  Art  Craft, Design and Technology  Home Economics  ICT and Enterprise  Physical Education  Personal and Social Education  All 8 curriculum areas are included in the curriculum which is delivered in a 30 period week. | | | | | | | | | | | | |
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| **Languages** | | **Mathematics** | | | **Science** | | **Social Studies** | **Religious and Moral Education** | **Expressive Arts** | | | **Technologies** | **Health and Wellbeing** |
| English and Literacy (4)  French (3) | | Mathematics and Numeracy(4) | | | Science (3) | | Social Studies (3) | RME (1) | Drama (1)  Music (1)  Art (1)  Performing Arts (1) | | | CDT (1)  HE (2)  HE also links to PSE, PE for Health and Wellbeing  Enterprise and ICT (2) | Physical Education (2)  Personal and Social Education (1) |
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|  | English and Mathematics have each been allocated 4 periods per week to ensure time for the teaching, development and assessment of literacy and numeracy. However it is the responsibility of all teachers to develop these skills across pupils’ learning. Each faculty enhances specific literacy and numeracy skills as part of their S1 course.  All S1 pupils are taught French for three periods per week, building on their experience of this language in the associated primary schools.  The science and social studies curriculum areas are each taught by one teacher who teaches all elements of the courses. This arrangement helps to reduce the number of teachers experienced by each pupil in S1.  All pupils study Religious and Moral Education for one period per week.  Drama, Music, Art and Performing Arts are taught by specialist teachers in these subjects.  The technologies Experiences and Outcomes are delivered through courses in Craft, Design and Technology, Home Economics and ICT and Enterprise. The Home Economics course also delivers some of the Health and Wellbeing Experiences and Outcomes.  The Health and Wellbeing Experiences and Outcomes are being delivered through courses in Physical Education, Personal and Social Education, in addition to Home Economics. The ethos and wider life of the school also support the development of Health and Wellbeing. The extensive programme of extra-curricular activities enhances Health and Wellbeing.  Interdisciplinary Learning is delivered via two themed weeks (delivered through various subjects within the normal timetable) and a small number of events when the normal timetable is suspended. Individual subject courses have planned links. In the light of experience the school will develop its approaches to Interdisciplinary Learning.  An audit of the S1 curriculum indicates that the courses largely deliver the Third Level Experiences and Outcomes. By the end of S1 almost all pupils will have achieved many Third Level Experiences and Outcomes across the curriculum areas. | | | | | | | | | | | | |
| **6)** | **S2 AND S3 CURRICULUM** | | | | | | | | | | | | |
|  | S2 and S3 of the Junior Phase are critical years for our learners. | | | | | | | | | | | | |
|  | It is a period when our pupils experience | | | | | | | | | | | | |
|  |  | | an appropriate breadth to their curriculum. | | | | | | | | | | |
|  |  | | greater personalisation, choice and specialisation in their curriculum. Personalisation through a degree of course choice improves motivation, enthusiasm and attainment. | | | | | | | | | | |
|  |  | | greater depth, pace and challenge in order to develop their learning through for some Fourth curriculum level Experiences and Outcomes, National 4 outcomes and for some National 5 outcomes. This will ensure there is no ceiling to the level at which pupils can learn in S2/S3. | | | | | | | | | | |
|  |  | | learning in S3 which covers CfE Fourth Level Es and Os and some of the requirements for qualifications. This will pave the way into qualifications and allow the school to pursue its goal of raising attainment through Curriculum for Excellence. | | | | | | | | | | |
|  |  | | a transition into qualifications which can be taken at a time informed directly by learners’ needs, interests, abilities and future aspirations | | | | | | | | | | |
| **7)** | All pupils in S2 and S3 will continue to study 5 of the 8 Curriculum for Excellence curricular areas: | | | | | | | | | | | | |
|  |  | | English and Literacy | | | | | | | | | | |
|  |  | | Mathematics and Numeracy | | | | | | | | | | |
|  |  | | Health and Wellbeing – Physical Education, Social Education | | | | | | | | | | |
|  |  | | Religious and Moral Education | | | | | | | | | | |
|  |  | | Science | | | | | | | | | | |
|  | All pupils will have a breadth to their S2/S3 curriculum and will study 11 courses which is a reduction from 15 in S1. The programmes of study for almost all pupils will include study in all, or nearly all, 8 curriculum areas. An example of a personalisation, choice and specialisation sheet is shown below. The choice sheet is reviewed regularly. | | | | | | | | | | | | |

**PERSONALISING YOUR CURRICULUM for S2 and S3**

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| Pupil’s Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Class \_\_\_\_\_\_\_\_\_\_ |  |

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| **CURRICULUM CHOICES**  **(each choice = 3 periods per week)** | | | | | | **CURRICULUM FOR ALL** | | | |
| **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** |
| 3 Sciences | 3 Sciences | Art & Design | Computing and Information Science | Art & Design | Biology | English and Literacy  (4 periods) | Mathematics and Numeracy  (4 periods) | Health and Wellbeing:  Social Education  (1 period)  Physical Education  (2 periods) | Religious and Moral Education  (1 period) |
| Biology | Business and Enterprise | Business and Enterprise | Drama | Business and Enterprise | French |
| Chemistry | Computing and Information Science | Drama | French | Computing and Information Science | Geography |
| Physics | Design & Manufacture | Food Technology and Health | Geography | Graphic Communication | History |
|  | Food Technology and Health | Graphic Communication | PE and Sports Studies | History | Modern Studies |
|  | French | Music | Spanish | Modern Studies | Physics |
|  | Music | PE and Sports Studies |  |  | Practical Electronics |
| **2nd choice** | **2nd choice** | **2nd choice** | **2nd choice** | **2nd choice** | **2nd choice** |
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| **8)** | **CURRICULUM FOR ALL** |
|  | In S2 and S3 all pupils will study English and Literacy (4 periods) and Mathematics and Numeracy (4 periods). However, all teachers will continue to have a responsibility for developing literacy and numeracy within their S2/S3 courses. All pupils will continue to study English and Literacy, Mathematics and Numeracy to the end of S4. This will ensure all pupils receive their full entitlement to literacy and numeracy and can achieve their highest level of attainment.  In order to deliver significant elements of the health and wellbeing curriculum area, all pupils will have 1 period of Personal and Social Education and 2 periods (110 minutes) of Physical Education. The Religious and Moral Education curriculum area will be delivered in a course of 1 period per week. Through this provision the school is ensuring pupils receive a significant part of their entitlement to health and wellbeing and Religious and Moral Education. |
| **9)** | **PERSONALISING THE CURRICULUM THROUGH COURSE CHOICE** |
|  | All pupils will choose a further 6 courses, each of three periods per week.  All pupils will continue to study science. Pupils can choose to study one or two single science courses namely biology, chemistry, physics each for three periods. Historically a relatively high number of pupils choose to study three sciences and continue to study these in the Senior Phase. To meet this need, pupils are able to study three sciences over six periods, i.e. in two curriculum choice columns. This arrangement meets the pupils’ desire to study three sciences and also maintains curriculum breadth through the study of other curriculum areas.  The six “Personalisation, Choice and Specialisation” columns have been constructed to ensure pupils have a breadth of study. The Principal Teachers Pupil Support, through discussions with pupils and parents, guide pupils towards a broad curriculum. It is possible for pupils to follow a particular interest, for example, study two foreign languages or two social subjects  In S2 and S3 pupils study subjects in greater depth to consolidate CfE third level and progress to CfE fourth level and National 4 and 5 outcomes as appropriate. The greater depth of study in the subjects taken in S2/S3 provides a secure foundation on which to build as pupils progress into the Senior Phase. Six of the eleven courses in S2/S3 are studied for 3 periods of 50/55 minutes per week, giving a total of 150 plus hours of study. English and Mathematics are studied for 4 periods per week. With such a time allocation, pupils experience the breadth, depth and challenge in each subject to facilitate a transition to National 3, National 4, National 5 or Higher qualification courses in S4.  It is recognised that all pupils will not continue to study all subjects in 4 of the curriculum areas. However, the school’s analysis of S2/S3 curriculum areas studied by each pupil indicates that 90% have 7 curriculum areas represented.  Through a degree of personalisation, choice and specialisation in the S2/S3 curriculum, the school has provided opportunities for greater depth and challenge and higher levels of attainment by the end of S3. The school’s self-evaluation activities provide evidence to support this aspiration.  At the end of S3, it may be desirable to present some pupils for SQA qualifications in subjects they will NOT continue to study in S4 of the Senior Phase. This will capture the attainment in these subjects, as outlined in CfE Briefing paper 6.    “The number, level and timing of qualifications will be informed directly by learners’ needs, interests and abilities” |
|  | All S1 and S2 pupils participate in the school’s annual Activities Week which involves a very wide range of cultural and sporting excursions and activities. This ensures all have 5 days devoted to developing broader achievements. At the end of S3 all pupils undertake a week long Work Experience. This assists with the development of skills for life, learning and work. |
|  | The creation of the S3 Profile ensures a meaningful and valued culmination to learning in the Junior Phase. The profiling process in the Junior Phase gives full account of, and recognises, what has been achieved. |

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| **ART & DESIGN** |
| **Course Description**  The S2/3 Art and Design Course builds upon the learning experience in S1. It enables pupils to develop the skills and competencies required for progression to the Art and Design senior phase.  The course is split into eight units where pupils get the opportunity to learn about Expressive Art and Design.  Critical study is integrated within the course to enrich contextual understanding and pupil experience.  Units covered are as follows:   * Scottish Landscape with organic form – Mixed media drawing and painting. * Portraiture / My Future Aspirations – Mixed media sculpture and clay. * Local Area and Urban Environment – Printmaking and collage. * Pop Art & Paolozzi graphic design – Mixed media, collage and clay. * Still Life– observational drawing, painting and printmaking with expressive art studies. * Jewellery Design– design research, drawing and development, 3D construction and design studies. * Portraiture– observational drawing, painting and printmaking with expressive art studies. * Art and Design Timeline- pupils carry out research and generate a visual timeline documenting important Art and Design Movements. |
| **Faculty Principal Teacher**  Miss E Forrest |

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| **DESIGN & MANUFACTURE** |
| **Course Description**  This Course provides a broad introduction to design and materials & manufacturing processes. It provides opportunities for pupils to gain skills in designing and communicating their design proposals. It also allows the pupils to explore the properties and the uses of materials and to make models and working prototypes.  Pupils will have the opportunity to :   * Gain skills in design and manufacturing their solutions in the forms of prototypes and models. * Gain knowledge & understanding of various Materials & Manufacture processes. * Gain knowledge & understanding of the design process and the main factors that influence design. * Broaden their knowledge of known designers. * Gain practical skills & abilities within the wood & metal workshop with practical projects |
| **Faculty Principal Teacher**  Miss E Forrest |

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| **GRAPHIC COMMUNICATION** |
| **Course Description**  This Course provides a broad introduction to the knowledge & skills required in a range of communication methods. The course is of a practical nature where pupils will be involved in a range of graphic work using technical, manual and computer based methods.  Pupils will have the opportunity to :   * Gain Knowledge & understanding of British Standards (BS) and how to apply them. * Gain skills and knowledge in graphic communication techniques such as drawing board work, various different media, and computer software. Such as AutoDesk Inventor and Serif Suite. * Develop the ability to interoperate information on technical drawings as well as producing such drawings. * There will also be an introduction to Engineering Science over the course of the two years. |
| **Faculty Principal Teacher**  Miss E Forrest |

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| **BUSINESS ENTERPRISE** |
| **Course Description**  The course is split into Enterprise and Employability, and National 4 Business.  Enterprise and Employability is a course which introduces pupils to the world of business through short topics on Marketing, Finance and E-commerce before an Enterprise Activity is undertaken. National 4 Business consists of:   * Knowledge and understanding of business concepts in a range of contexts * Awareness of the processes and procedures businesses use to ensure customer needs are met * Enterprising skills and attributes through practical activities in realistic business situations * Understand financial awareness through a business context * An insight into the impact of the economy on businesses and our daily lives, raising economic awareness. |
| **Faculty Principal Teacher**  Miss G Nicol |

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| **COMPUTING & INFORMATION SCIENCE** |
| **Course Description**  The course consists of the following units:  Computer Systems Communications and Networks  Word Processing Databases  Spread sheets Presentation and Multimedia  Desktop Publishing Scratch Programming  Python Programming Game Design and Development  Within these units pupils will develop skills in using the packages and implementing animations and games. They will also acquire knowledge of computer systems and networks. |
| **Faculty Principal Teacher**  Miss G Nicol |

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| **ENGLISH & LITERACY** |
| **Course Description**  The S2/3 course has four core units:  Core Unit 1: The Animal Unit  Core Unit 2: Detective Unit  Core Unit 3: Roald Dahl Short Stories  Core Unit 4: War Poetry  Within these core units and in other units undertaken pupils will develop their talking and listening, reading and writing skills in a variety of contexts.  In the course of the year, pupils will be exposed to a wide range of texts, including drama, poetry, novel and film. |
| **Learning and Teaching Approaches**  A range of learning and teaching approaches will be used, including: group work; discussion; carousels; self and peer assessment.  Homework: Pupils will be encouraged to read regularly to improve their English skills. In addition, pupils will have creative tasks to do, including preparing presentations and writing. |
| **Development of Literacy and Numeracy**  The Literacy Skills that the course develops are;   |  |  |  | | --- | --- | --- | | **Listening and Talking** | **Writing** | **Reading** | | Enjoyment and choice  Tools for listening and talking  Finding and using information  Understanding, analysing and evaluating  Creating texts | Enjoyment and choice  Tools for writing  Organising and using information  Creating texts | Enjoyment and choice  Tools for reading  Finding and using information  Understanding, analysing and evaluating |   Although the English and Literacy course does not aim to develop pupils’ numeracy skills, pupils will occasionally be required to handle numerical information when finding and using information from texts and working to controlled time limits. |
| **Assessment Methods**  Assessment methods will be varied but either be summative and/ or formative. Teachers will employ a variety of methodologies to ensure pupils receive focused feedback that aids their progress and development. Assessment methods will include:  Formative feedback (written and verbal) Peer/ Self-assessment  Effective Questioning Group Presentations  Summative assessment of core pieces of work Observation |
| **Faculty Principal Teacher**  Mrs E Williams |

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| **HEALTH & FOOD TECHNOLOGY** |
| **Course Description**  The course is structured into 4 units:   * Nutrition * Safe and Hygienic Practices * Food and the Consumer * Food and Textiles Contexts for Developing Technological Skills |
| **Learning and Teaching Approaches**  A variety of learning and teaching strategies will be involved including individual tasks and group work as part of research and problem solving.  Homework: Pupils will be asked to carry out planning and research tasks in order to prepare for some of the practical class activities. Pupils are expected to carry out and practice food preparation skills at home. |
| **Development of Literacy and Numeracy**  The Literacy Skills that the course develops are;   |  |  |  | | --- | --- | --- | | **Listening and Talking** | **Writing** | **Reading** | | * Listening and talking * Finding and using information * Understanding, analysing and evaluating. | * Organising and using information * Creating texts | * Finding and using information * Understanding, analysing and evaluating. |   The Numeracy Skills that the course develops are;  Measurement, Budgeting and Timing |
| **Assessment Methods**   * Teacher observation, * teacher questioning, * verbal and written pupil evaluation, * teacher comment and feedback, * peer assessment * personal target setting |
| **Faculty Principal Teacher**  Mr I Stanger |

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| PHYSICAL EDUCATION & SPORT STUDIES |
| **Course Description**  The Course aims to enable the learner to:   * engage in physical activities, in preparation for a healthy and fulfilling lifestyle * build capacity to enhance effective performance through participation in physical activities * develop knowledge and understanding of the principles and factors underpinning and impacting on physical activity and performance * reflect on, and assess, performance * develop the skills, knowledge and confidence to organise and lead activity sessions * plan and complete a personal challenge |
| **Learning and Teaching Approaches**  The course will be delivered in the main through practical, experiential contexts and teaching will include: teacher/pupil interactive demonstrations, problem solving, peer and self-assessment collaborative learning, discussion and research.  The course will involve set activities determined by the PE department and the opportunity for some personalisation and choice through negotiation, with the class teacher and peers, to determine the remaining activities.  Homework: Pupils will be asked to carry out planning and research tasks and interpretation of resource based material. |
| **Development of Literacy and Numeracy**  The Literacy Skills that the course develops are;   |  |  |  | | --- | --- | --- | | **Listening and Talking** | **Writing** | **Reading** | | * Listening and talking * Finding and using information * Understanding, analysing and evaluating. | * Organising and using information * Creating texts | * Finding and using information * Understanding, analysing and evaluating. | | **Number Money Measure** | | **Information Handling** | | * Estimation and rounding * Fractions and percentages | * Number and number processes * Time * Measurement | * Data and analysis | |
| **Assessment Methods**   * Formative and summative assessment * Teacher observation of practical skills * Structured problem solving exercises * Self and peer assessment |
| **Faculty Principal Teacher**  Mr I Stanger |

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| **GEOGRAPHY** |
| **Course Description**  Through Geography, young people will develop their understanding of the world by learning about other people and places; they also develop their understanding of their environment and how it is shaped.  Within Geography there are three key areas of study:  **Human Geography**: this looks at how human activity affects or is influenced by the natural earth and includes topics such as development and settlement.  **Physical Geography**: this looks at processes which shape and form our world. This includes topics such as Rivers, Weather and Glaciers.  **Global Issues**: this looks at various issues in the world and the relationship between people and the environment. This includes topics such as Earthquakes and Volcanoes and Climate Change.  Pupils will also develop and use many geographical skills such as mapping and research. |
| **Learning and Teaching Approaches**  A variety of learning and teaching strategies will be involved: Teacher led explanation and discussion; individual work; paired work; group work; field work; researching, processing and presenting information; interpretation and analysis of resource based materials; self-evaluation and peer assessment.  Homework: pupils will work on items which involve interpretation of resource based material. |
| **Development of Literacy and Numeracy**  The Literacy Skills that the course develops are;   |  |  |  | | --- | --- | --- | | **Listening and Talking** | **Writing** | **Reading** | | * Listening and talking * Finding and using information * Creating texts * Understanding, analysing and evaluating. | * Creating texts * Organising, using and presenting information. * Note taking * Summarising/analysing | * Finding and using information * Understanding, extracting and evaluating |   The Numeracy Skills that the course will develop are: interpretation of statistics, drwaing and the analysis of graphical data. Justification of the techniques used to present statistical data is also developed. |
| **Assessment Methods**   * Teacher evaluation of researching and presenting/teacher questioning * Short response/extended writing evaluation * Verbal and written pupil evaluation * Teacher comment and feedback * Peer assessment and personal target setting   Class assessment |
| **Faculty Principal Teacher**  Ms J Irvine |

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| **HISTORY** |
| **Course Description**  The S2 History course is divided into two units:  Unit 1 - From Renaissance to Revolution  What was the Renaissance? - How did Europe discover the World? - Mary Queen of Scots - Scotland at the time of James Vl and l - The Jacobites - The French Revolution - The Wild West and the Native Americans.  Unit 2 - Challenge and Change: A World Study after 1900  The World in 1900 - Suffragettes: Was Mrs Pankhurst Right? - The Russian Revolution – Hitler and the Nazis - World War Two - the atomic bombing of Hiroshima and Nagasaki - the Holocaust - End of Empire – The Cold War – End of Apartheid.  The S3 History course covers three National 4 units:   * The Atlantic Slave Trade, 1770-1807 * The Era of the Great War, 1910-1928 * Free at last? Civil Rights in the USA, 1918-1969 |
| **Learning and Teaching Approaches**  A variety of learning and teaching strategies will be involved: Teacher led explanation and discussion; individual work; paired work; group work; debate; exploration of local history; field trip; researching and presenting information; interpretation and analysis of historical sources; self-evaluation and peer assessment.  Homework: pupils will have regular homework, some of which will involve research and investigation. |
| **Development of Literacy and Numeracy**  The Literacy Skills that the course develops are:   |  |  |  | | --- | --- | --- | | **Listening and Talking** | **Writing** | **Reading** | | * Listening and talking * Finding and using information * Creating texts * Understanding, analysing and evaluating. | * Creating texts * Organising, using and presenting information. * Note taking * Summarising/analysing | * Finding and using information * Understanding, extracting and evaluating |   The Numeracy Skills that the course develops are: pupils will consolidate chronological understanding and they may also use statistical table and graphs. |
| **Assessment Methods**   * Teacher evaluation of researching and presenting/teacher questioning * Short response/extended writing evaluation * Verbal and written pupil evaluation * Teacher comment and feedback * Peer assessment and personal target setting |
| **Faculty Principal Teacher**  Ms J Irvine |

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| **MODERN STUDIES** | |
| **Course Description**  The Modern Studies course is divided into 6 areas of study:  **The United States of America:** Learners will examine the social, economic and political inequalities within and between the various ethic and racial communities living in the USA. They will examine the decision making process including an investigation into gun laws in the USA.  **Refugee and Asylum Seeker Issues:** This unit will investigate why people flee their homes and the needs of refugees, asylum seekers and internally displaced people across the globe. The ways in which these needs can be met by decision makers and non-governmental organisations will be assessed.  **China:** Pupils will learn about lifein China, how it is different from our own lives. It will look at education, the government and human rights in China.  **Crime and the law:** Pupils will learn about how crime is measured, what causes it and how it impacts on UK society. The role of the police, the government and the courts in tackling crime will also be examined.  **Terrorism:** Through the study of this contemporary international issue, pupils will investigate the causes and consequences of terrorism across the globe. Responses to terrorism will also be discussed and pupils will debate the extent to which civil liberties should be restricted to protect national security. | |
| **Learning and Teaching Approaches**  A variety of learning and teaching approaches will be used throughout the course including: Teacher exposition; group work; discussion; individualised learning; evaluation of source material; personal and group research and problem solving; self-evaluation and peer assessment.  **Homework:** Learners will complete various investigative/research tasks using surveying techniques and ICT. They will also be asked on occasions to present their findings verbally or in the form of a short report. Homework will also involve knowledge and understanding and the evaluation of resources. | |
| **Development of Literacy and Numeracy**  The Literacy Skills that Modern Studies develops are:   |  |  |  | | --- | --- | --- | | **Listening and Talking** | **Writing** | **Reading** | | * Listening and talking * Informed debate * Finding and using information * Creating texts * Understanding, analysing and evaluating. | * Planning and creating texts * Organising, using and presenting information in a variety of formats * Note taking * Summarising/analysing | * Finding and using information * Understanding, analysing and evaluating |   The Numeracy Skills that Modern Studies develops are:  Interpreting and analysing statistics and other data to make evaluations and draw conclusions.   * Apply skills and understanding creatively to solve problems. | |
| **Assessment Methods**   * Teacher observation and evaluation of researching, creating and presenting, teacher questioning * Short response/extended writing evaluation * Verbal and written pupil evaluation * Teacher comment and feedback * Peer assessment and personal target setting | |
| **Principal Teacher**  Ms J Irvine | |
| **RME** |
| **Course Description**  The National 4 course is divided into four units:   1. World Religion (Islam) - Learners will develop knowledge and understanding of the impact and significance of religion today, by studying some of the key beliefs and practices of Islam and the contribution these make to the lives of Muslims. Learners will also develop skills to understand and comment on the meaning of sources related to Islam. 2. Morality and Belief (Environment and Poverty - Learners will develop straightforward knowledge and understanding of the contemporary moral questions, “How should we treat the environment?” and “How should we treat the poor?” Learners will describe religious and non-religious responses to the questions and briefly explain strengths and weaknesses of the responses. 3. Religious and Philosophical Questions (Origin of the Universe and Origins of Human Life) – Learners will develop straightforward knowledge and understanding of the religious and philosophical question. “What are the origins of human life?” Learners will describe religious and scientific responses to the questions; compare the responses; and explain strengths and weaknesses of the responses. 4. Added Value Unit (Individual Project) |
| **Learning and Teaching Approaches**  A variety of learning and teaching approaches will be used throughout the course including: teacher exposition; group work; discussion; individualised learning; evaluation of source material; personal and group research; self-evaluation and peer assessment.  Pupils will have occasional homework, some of which will involve research and investigation. |
| **Development of Literacy and Numeracy**  The Literacy Skills that the course develops are;   |  |  |  | | --- | --- | --- | | **Listening and Talking** | **Writing** | **Reading** | | * Listening and talking * Finding and using information * Creating texts * Understanding, analysing and evaluating | * Creating texts * Organising, using and presenting information * Note taking * Summarising/analysing | * Finding and using information * Understanding, extracting and evaluating. |   Numeracy Skills: There will be tasks during the course of the year which will provide opportunities for pupils to develop their numeracy skills. |
| **Assessment Methods**  National 4 courses are internally assessed. To achieve a National 4 award in RME, learners must pass all of the required units, including the Added Value Unit. National 4 courses are assessed on a pass/fail basis. |
| **Faculty Principal Teacher**  Ms J Irvine |

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| **MATHEMATICS** |
| **Course Description**  The course will introduce and develop or consolidate and further develop pupils' skills in the following:   |  |  | | --- | --- | | * Whole number and Integers Calculations * Estimation and Rounding * Decimals , Decimal Fractions and Percentages * Ratio and Proportion * Powers and Roots * Money Management | * 2D and 3D Shapes * Probability and Statistics * Angles and Bearings and Scale Drawings * Expressions and Equations * Patterns and Relationships * Mathematics and its impact on the world |   Within these topics pupils will learn and further develop skills in communication, mental agility and numeracy, problem solving and working with others. |
| **Learning and Teaching Approaches**  Differentiated resources will allow each pupil to work at a level best suited to their ability.  A variety of learning and teaching approaches will be used throughout the course including: Teacher exposition; group work; discussion and explanation of thinking; individualised learning: problem solving; self-evaluation and peer assessment.  Homework, where appropriate, may include: pupils completing day to day work and end of topic homework; consolidation and practice of aspects of numeracy; learning facts and techniques and researching mathematical facts taught in class. |
| **Development of Literacy and Numeracy**  The Literacy Skills that the course develops are finding, organising and using information and  understanding, analysing and evaluating information.  The Numeracy Skills that the course develops are essential numeracy skills to function in society,  financial awareness and money management, interpreting numerical information and making  conclusions, evaluations and informed decisions and applying skills to solve problems, within a  variety of contexts |
| **Assessment Methods**   * Teacher questioning and observation * Verbal and written teacher feedback * Discussion and sharing of strategies * Self and peer assessment of written work * End of block assessment |
| **Faculty Principal Teacher**  Mrs J Smith |

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| **FRENCH** |
| **Course Description**  The course will cover the 4 language skills of listening, talking, reading and writing. It will also contain elements of ICT to reinforce the language elements. Pupils will extend and enrich the range of vocabulary in a variety of contexts. Pupils will be required to learn the vocabulary on a regular basis as homework. Homework will also come from the Pupil workbooks. |
| **Learning and Teaching Approaches**  The learning and teaching approaches are based on the experiences and outcomes for Curriculum for Excellence. Listening and talking with others, organising and using information and using knowledge about language. |
| **Development of Literacy and Numeracy**  The Literacy Skills that the course develops are;   |  |  |  | | --- | --- | --- | | **Listening and Talking** | **Writing** | **Reading** | | * Listening   comprehension and  oral communication in  a variety of contexts | * Written communication | * Reading comprehension and reading for enjoyment |   The Numeracy Skills that the course develops are; Numbers (cardinal and ordinal) Dates and Time |
| **Assessment Methods**  We will use a variety of assessment methods covering the 4 language skills including AIFL as well as summative assessments. Pupils will be involved in peer and self-assessment regularly throughout the course |
| **Faculty Principal Teacher**  Mrs J Tease |

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| **SPANISH** |
| **Course Description**  The course will cover the 4 language skills of listening, talking, reading and writing. It will also contain elements of ICT using the course mira express to reinforce the language elements. Pupils will gain knowledge and understanding of a wide range of vocabulary in a variety of contexts. Pupils will be required to learn the new vocabulary on a regular basis as homework. Additional homework will come from the Workbook.  Spanish should **not** be taken as an alternative to French. Further information is available from your PTPS. |
| **Learning and Teaching Approaches**  The learning and teaching approaches are based on the experiences and outcomes for Curriculum for Excellence. Listening and talking with others, organising and using information and using knowledge about language. |
| **Development of Literacy and Numeracy**  The Literacy Skills that the course develops are;   |  |  |  | | --- | --- | --- | | **Listening and Talking** | **Writing** | **Reading** | | * Listening comprehension and oral communication in a variety of contexts | * Written communication | * Reading comprehension and reading for enjoyment. |   The Numeracy Skills that the course develops are**;** Numbers (cardinal and ordinal) Dates and Time |
| **Assessment Methods**  We will use a variety of assessment methods covering the 4 language skills including AIFL as well as summative assessments. Pupils will be involved in peer ad self-assessment regularly throughout the course. |
| **Faculty Principal Teacher**  Mrs J Tease |

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| **DRAMA** |
| **Course Description**  The course has been designed so that it builds on the experiences and learning of the pupils from S1 and prepares them for the senior phase  The course will be divided into approximately 10 -12 units, these include   |  |  | | --- | --- | | **S2** | **S3** | | The Wild West | Blood Brothers | | Murder Mystery | Dreams | | The Fire Unit | Alcohol | | Commedia Dell’Arte | Scottish Myths and Legends | | Greek Theatre | Setting the Fuse | | Old Age | Shakespeare | | Gangs |  | | Scottish – Burke & Hare |  |   Within these units pupils will develop skills in: acting techniques; characterisation; collaboration; discussion; improvisation;, mime, movement; performance skills; script writing; slapstick; stage fighting; staging; working with a script; and theatre arts. |
| **Learning and Teaching Approaches**  A selection of learning and teaching approaches will be used including:  Independent learning; group work; problem solving; discussion; self and peer evaluation.  Homework: They will be asked to do a written Self-evaluation or an Evaluation of Others after each unit. |
| **Faculty Principal Teacher**  Mrs T Mackay |
| **MUSIC** |
| **Course Description**  Mainly through practical tasks, pupils will continue to improve the depth of their learning through a broad range of experiences, focusing on developing knowledge and skills in the areas of performing, inventing, listening and music theory. The course comprises a number of units which allow for the study of a variety of different styles of music. |
| **Learning and Teaching Approaches**  A selection of learning and teaching approaches will be used, including:  Active learning, individual work, collaborative learning, problem solving, discussion, self and peer evaluation and target setting. Differentiated resources will allow each pupil to work at a level best suited to their ability.  Homework: Pupils will have regular theory-based tasks which are linked to the work covered in each unit.  **It is important that pupils are aware that during S2 & S3 they will be developing their skills on 2 instruments, or one instrument and voice. Therefore, some previous experience in at least one instrument is useful.** |
| **Faculty Principal Teacher**  Mrs T Mackay |

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| **BIOLOGY** |
| **Course Description**  The Biology course is divided into 3 key areas that reflect the most significant aspects of modern Biology.   * Cell and Molecular Biology * Biodiversity * Genetics and inheritance   Each key area will be visited at level 3 in S2 and again at level 4 in S3. |
| **Learning and Teaching Approaches**  Pupils will engage in a wide range of collaborative investigative tasks, which will allow them to become creative, inventive and enterprising. Learning and teaching is dependant upon the use of a variety of approaches, including:   * active learning * development of problem solving and analytical thinking skills * development of scientific practical investigation and inquiry * use of relevant contexts, familiar to young people’s experiences * effective use of technology, real materials and living things * collaborative learning and independent thinking * emphasis on pupils explaining their understanding of concepts   Through involvement in a wide range of open-ended experiences, challenges and investigations, pupils will develop skills of critical thinking and appreciate the key role of the scientific process in generating and applying new knowledge. |
| **Development of Literacy and Numeracy**  The Literacy Skills that the course develops are;   |  |  |  | | --- | --- | --- | | **Listening and Talking** | **Writing** | **Reading** | | * group and class discussions * explaining thinking * work and learn collaboratively | * make notes and acknowledge sources * develop and use scientific vocabulary * create texts | * find, select, sort, summarise and link information from a variety of sources * understand the differences between fact and opinion? |   The Numeracy Skills that the course develops are;   * Measurement * Data and analysis * Ideas of chance and uncertainty. |
| **Assessment Methods**   * Teacher questioning and observation * Verbal and written evaluation of practical/experimental tasks with personal target setting * End of unit assessments * Written assessments covering Knowledge and Understanding, and Problem Solving. |
| **Faculty Principal Teacher**  Mr M Stage |
| **CHEMISTRY** |
| **Course Description**  The course is structured into 6 units:   * Chemical Reactions * Rates of Reactions * Atomic Theory * Bonding and Properties * Fuels and Hydrocarbons * Plastics and Novel Materials   Within these units pupils will develop skills in: communication, numeracy, problem solving, information technology and working with others. |
| **Learning and Teaching Approaches**  Development of problem solving skills and analytical thinking skills using a variety of teaching approaches including teacher led, group work, peer group evaluation and practical investigation.  Development of scientific practical investigation and enquiry by making predictions, generalisations and deductions through class and group discussion and questioning and reviewing. |
| **Development of Literacy and Numeracy**  The Literacy Skills that the course develops are;   |  |  |  | | --- | --- | --- | | **Listening and Talking** | **Writing** | **Reading** | | * Group discussion * Questioning * Experimentation | * Completing text * Interpretation of data | * Researching * Analysis * Evaluation | |
| **Assessment Methods**   * Teacher questioning and observation * Verbal and written evaluation of practical/experimental tasks with personal target setting * End of unit assessments * Written assessments covering Knowledge and Understanding, and Problem Solving. |
| **Faculty Principal Teacher**  Mr M Stage |

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| **PHYSICS** |
| **Course Description**  The course is structured into 8 units:   * Heat and Temperature * Sound and Waves * Communication using the Electromagnetic spectrum * Medical Physics * Electricity and Electronics * Transport * Density * Forces and Space   Within these units pupils will develop skills in: communication, numeracy, problem solving, information technology and working with others. |
| **Learning and Teaching Approaches**  A selection of learning and teaching approaches will be used including: Active learning; experimental investigation and inquiry; collaborative learning and independent thinking; problem solving, analytical thinking; informed discussion; research; self and peer evaluation. |
| **Development of Literacy and Numeracy**  The Literacy skills that Physics helps to develop are:   |  |  |  | | --- | --- | --- | | **Listening and Talking** | **Writing** | **Reading** | | \* Creating texts  \* Finding and using information  \* Understanding, analysing and evaluating | \* Creating texts  \* Organising and using information | \* Finding and using information  \* Understanding, analysing and evaluating |   The Numeracy skills that Physics helps to develop are: \*Estimation and rounding,\*Time, \*Measurement, \*Data and analysis, \*Ideas of chance and uncertainty |
| **Assessment Methods**   * Teacher questioning and observation * Verbal and written evaluation of practical/experimental tasks with personal target setting * End of unit assessments * Written assessments covering Knowledge and Understanding, and Problem Solving.   **Faculty Principal Teacher**  Mr M Stage |
| **THREE SCIENCES** |
| **Course Description**  The Three Sciences course will follow the same basic structure as the individual sciences but the pace of learning is much faster. |
| **Learning and Teaching Approaches**  The same Learning and Teaching Approaches that are used in the all three discrete sciences will be applied.  The six periods of the Three Sciences course will be split into:   * Two periods Biology * Two periods Chemistry * Two periods Physics |
| **Development of Literacy and Numeracy**  The same Literacy and Numeracy developments that are used in the all three discrete sciences will be applied. |
| **Assessment Methods**  The same assessments methods that are used in the all three discrete sciences will be applied.  **Faculty Principal Teacher**  Mr M Stage |

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| **SOCIAL EDUCATION** |
| **Course Description**  The course is structured into themes:   |  |  | | --- | --- | | * Personal Safety * Health Education/Relationships * Study Skills * Tracking and recording achievement | * Work Experience * Citizenship – rights and responsibilities * Planning for Choices and Change * Careers Education |   Within these themes, pupils will further develop skills in decision making, respecting themselves and others, working cooperatively, being open to and sensitive to the views of others, making informed choices and managing social and emotional change. |
| **Learning and Teaching Approaches**  Pupils attend one period of Social Education per week with their Principal Teacher Pupil Support. A selection of learning and teaching approaches are used: active, co-operative and peer learning, the effective use of technology as appropriate and a variety of specialist outside speakers. |
| **Development of Literacy and Numeracy**  The Literacy Skills that the course develops are;   |  |  |  | | --- | --- | --- | | **Listening and Talking** | **Writing** | **Reading** | | * listening to and delivering presentations * discussion * questioning | * record of achievement updates * completion of work experience log * personal profiles and target setting * evaluation sheets | * finding and using information in text and internet format * understanding, analysing and evaluating information to make informed decisions and choices | |
| **Assessment Methods**   * Based on the principles of Assessment is for Learning (AiFL), assessment is part of the teaching and learning process where pupils set personal targets for progression based on peer and teacher feedback. * Periodic evaluations to be carried out by pupils which will be verified by teacher judgement. Pupils will make statements as to their understanding of and progression in various experiences and outcomes. |