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PERTH & KINROSS COUNCIL

Crieff High School

S2/S3 Curriculum Handbook

Session 2022 – 2023
Information for Parents/Carers and Pupil

Education & Children's Services

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The Broad General Education

This booklet has been designed to give you further information about Curriculum for Excellence and how it will be delivered in Crieff High School.

The curriculum at this stage is framed within eight curricular areas.

In Crieff High School, the option form, (following page) is designed to take into account the principles of curriculum design which are explained later in this document.

All pupils will study a core curriculum which includes Personal support, Citizenship and Religious and Moral education.

The Support for Pupils staff have a particularly important role to play in supporting individual pupils in making appropriate choices. You are welcome to contact your child's guidance teacher to discuss any aspect of course choice process.

The Guidance team comprises: Mr Duncan, Mr Roy and Mrs Douglas

S1 into S2/3 course choice form session 21/22

Column C	Column D	Column E	Column F	Column G	Columns H and I
Choose one from (3pww):	Choose one from (2 pww):	Choose one from (3pww):	Choose one from (3 pww):	Choose one from (3 pww):	Choose 5 in order of preference (3 pww)
Geography	French	Biology	Computing	Art and Design	Art
History	Spanish	Chemistry	Enterprise and IT	Physical Education	Biology
Modern Studies	Literacy	Physics	Craft, Design and Technology	Music	Chemistry
	Numeracy	General Science	Home Economics	Drama	Computing
					Craft, Design and Technology
					French
					History
					Modern Studies
					Music with Drama
					Mythologies/RME
					Home Economics
					Physical Education
					Physics

Core entitlements are: English and Maths which are 5 periods each; Physical education which all students have for 3 periods per week; RE and citizenship and Personal and Social Education.

Students will get to study two of their chosen options from columns H and I

Curriculum for Excellence

The **curriculum** is the totality of experiences which are planned for children and young people through their education.

The **purpose** of the curriculum is to help children and young people to become successful learners, confident individuals, responsible citizens and effective contributors (the four capacities). The framework therefore puts the learner at the centre of the curriculum.

Experiences and outcomes describe the expectations for learning and progression in all areas of the curriculum.

Children and young people are **entitled** to a curriculum that includes arrange of features at the different stages. In summary children and young people are entitled to experience:
A curriculum which is **coherent** from 3 – 18
A **broad general education**, including the experiences and outcomes which are well planned across all the curriculum areas, from early years through to S3
A **senior phase** of education which after S3 provides opportunity to obtain qualifications as well as to continue to develop the four capacities.

Opportunities for developing skills for learning, skills for life and skills for work with a continuous focus on literacy, numeracy and health and wellbeing.

Personal support to enable them to gain as much as possible from the opportunities which Curriculum for Excellence can provide support in moving into **positive and sustained destinations** beyond school.

It is therefore vital that teachers should ensure that the content of courses, the learning approaches employed and the support given to learners reflect this.

Health and wellbeing is seen as promoting confidence, emotional well-being, independent thinking and positive attitudes and dispositions. Literacy and numeracy are of fundamental personal, social and economic importance.

What Scotland's Curriculum for Excellence looks like in more detail

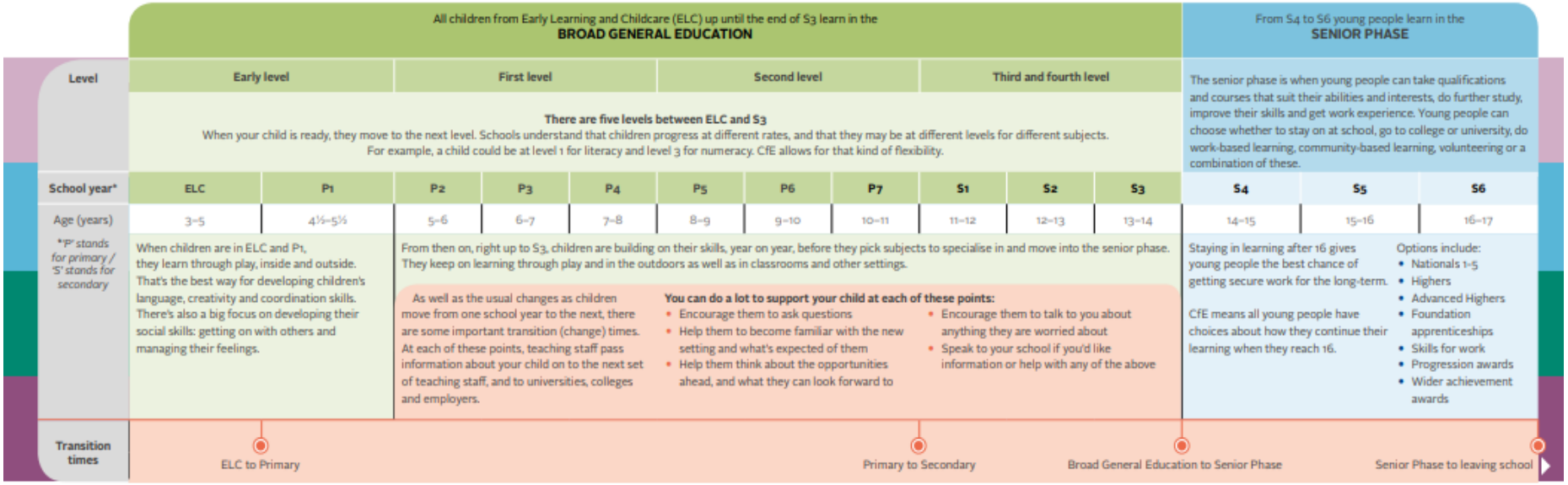
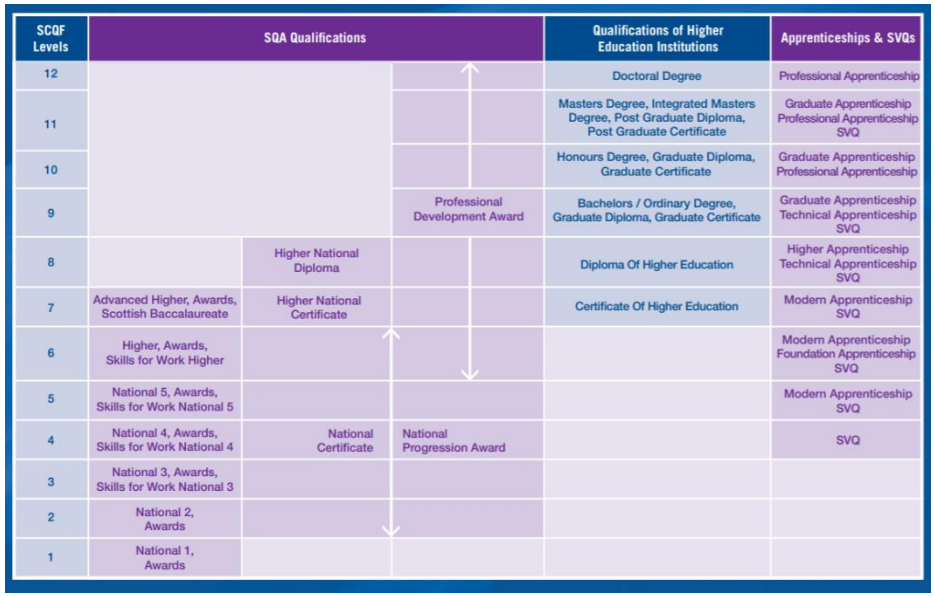


Figure 1Graphic from Scotland's Curricuum for Excellence in a nutshell



SCQF Levels	SQA Qualifications			Qualifications of Higher Education Institutions	Apprenticeships & SVQs
12				Doctoral Degree	Professional Apprenticeship
11				Masters Degree, Integrated Masters Degree, Post Graduate Diploma, Post Graduate Certificate	Graduate Apprenticeship Professional Apprenticeship SVQ
10				Honours Degree, Graduate Diploma, Graduate Certificate	Graduate Apprenticeship Professional Apprenticeship
9			Professional Development Award	Bachelors / Ordinary Degree, Graduate Diploma, Graduate Certificate	Graduate Apprenticeship Technical Apprenticeship SVQ
8		Higher National Diploma		Diploma Of Higher Education	Higher Apprenticeship Technical Apprenticeship SVQ
7	Advanced Higher, Awards, Scottish Baccalaureate	Higher National Certificate		Certificate Of Higher Education	Modern Apprenticeship SVQ
6	Higher, Awards, Skills for Work Higher				Modern Apprenticeship Foundation Apprenticeship SVQ
5	National 5, Awards, Skills for Work National 5				Modern Apprenticeship SVQ
4	National 4, Awards, Skills for Work National 4	National Certificate	National Progression Award		SVQ
3	National 3, Awards, Skills for Work National 3				
2	National 2, Awards				
1	National 1, Awards				

Once young people move from the Broad General Education they enter the Senior Phase where they work towards qualifications in seven subject areas. There is a level of qualification available for every ability level and young people can follow a pathway which best suits them and their learner profile.

Choices made now should allow young people to focus on subject areas they like most which increases enjoyment and motivation while keeping their options broad enough to ensure that progression into S4 can be as open and flexible as possible.

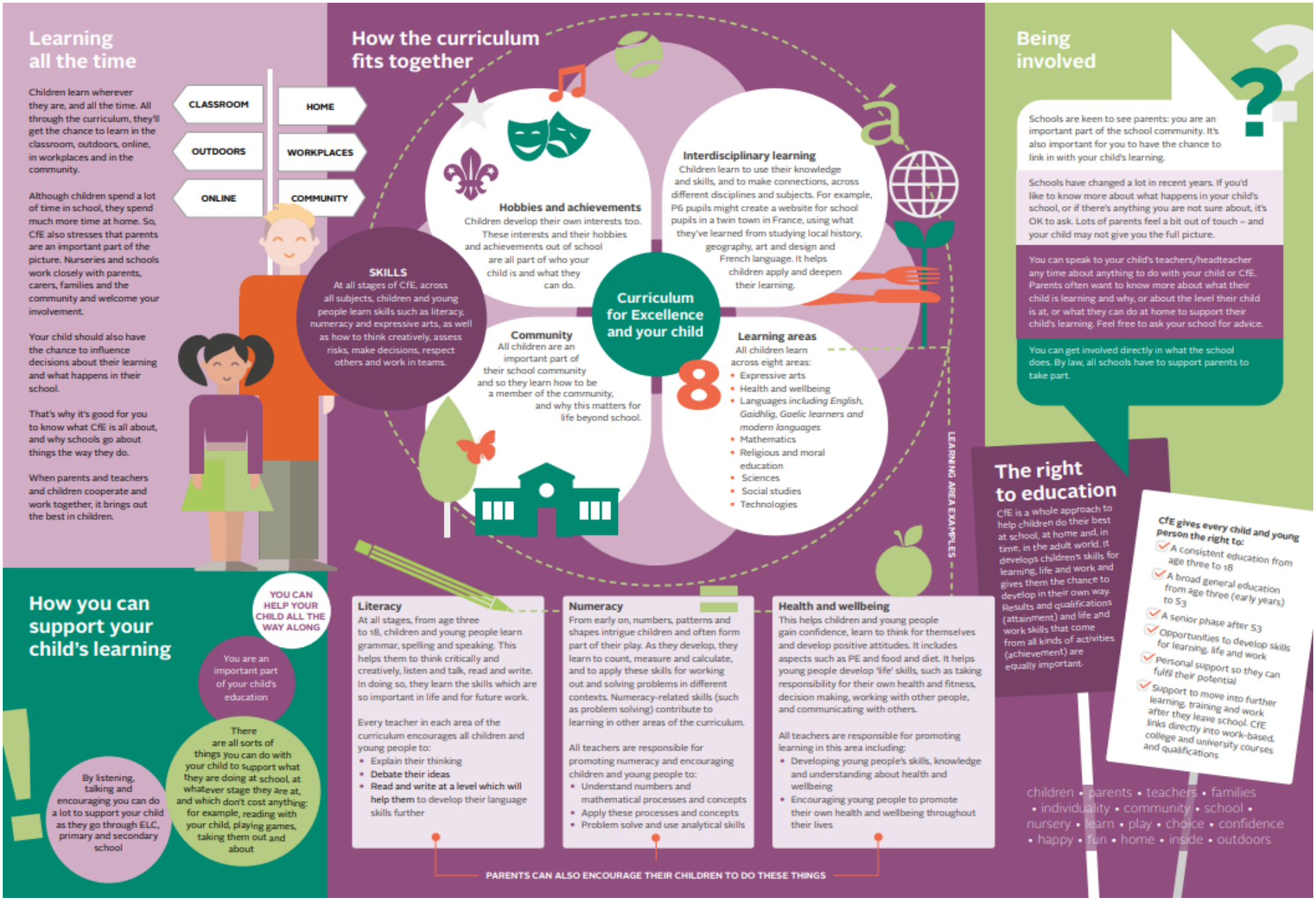


Figure 2 Graphic from Scotland's Curriculum for Excellence in a nutshell

Overall structure of the curriculum.

The curriculum is more than the sum of the courses offered in formal classroom settings. Curriculum for Excellence suggests learning takes place in four contexts – two of these, curriculum areas and subjects, and interdisciplinary studies relate to the provision of courses of study in school.
The third context is the school itself and the part it plays in young peoples' social lives and the final context is in the outside world and the opportunities for wider achievement.

Curriculum areas provide a way of ensuring breadth in the curriculum and of grouping experiences and outcomes under recognisable titles.

The curriculum areas are:

- Expressive Arts
- Health and Well being
- Languages
- Mathematics
- Religious and Moral Education
- Sciences
- Social Studies
- Technologies

Good interdisciplinary learning is also greater than the sum of its parts. The experiences and outcomes are the building blocks which enable the assembling of coherent and connected knowledge, skills and understanding from a range of curriculum areas.

Interdisciplinary learning in Crieff High School will be:

- Carefully planned around clear purposes
- Based on experiences and outcomes drawn from different curriculum areas
- Directed towards depth of learning and understanding
- Effective in developing skills

Please note that within the Science, Expressive Arts, Social Subjects and Technologies columns the pupils will have the opportunity to focus on one subject. They will also cover the experiences and outcomes of the other subjects to a significant depth in order to give them the widest possible choices in S4.

Principles of Curriculum Design

Breadth is achieved through learning across all the experiences and outcomes in the eight curriculum areas.

The period from S1 to S3 is well planned to maintain **challenge and enjoyment** with activities designed to encourage young people to develop and demonstrate creativity and innovation.

It is important that young people experience a suitable, challenging gradient of **progression** maintaining their achievement from Primary School.

The curriculum is planned to provide opportunities for learning in **depth** with increasingly demanding concepts, development of more sophisticated cognitive and other skills and further developing their beliefs and values.

In Crieff High School there are **coherent** programmes of work where, for example, a team of teachers are working together to cover curriculum areas, each contributing as appropriate from their subject specialism, and by a collaborative approach to planning which enables young people to make connections between different areas of their learning.

Experiences which relate to the world of work will be provided to provide **relevance** to what young people are learning.

Personalisation and choice will continue to include choices within the classroom.

CURRICULAR AREA: EXPRESSIVE ARTS

Courses should:

Provide enjoyment and inspiration

Give opportunities to work collaboratively with each other

Enable young people to learn from practical experience

Develop an appreciation of cultural values

Help learners understand the contribution of the arts to individuals, communities and the economy

Give opportunities for learners to perform and present their work

Expressive Arts include:

- Art and Design
- Music
- Drama

CURRICULAR AREA **EXPRESSIVE ARTS**

SUBJECT NAME ART AND DESIGN

PRINCIPAL TEACHER **MISS JOHNSTONE**

The Course

The Art and Design Course is practical and experiential in nature; the key focus is developing creativity in both 2D/3D expressive and design media.

Structure

The Course combines practical experiences in expressive and design activities along with developing a basic knowledge and understanding of artists and designers' practice.

Experiences and Outcomes

The Course provides opportunities for learners to be imaginative and creative; present basic facts and ideas; and apply practical skills in response to given expressive and design tasks.

Learners will develop practical skills in using art and design materials, techniques and/or technology. They will be able to use these to develop creative expressive and design work. Learners will also have developed a basic understanding of the things that inspire and influence artists and designers and their practice.

Learning through art and design encourages personal creativity and self-expression which will help learners gain confidence in their art and design practice.
In addition, the Course encourages learners to continue to acquire and develop the attributes and capabilities of the four capacities.

Progression

At the end of S3, pupils who are working well within **Fourth Level** could progress to National 5. Pupils who continue to work at **Third Level** or below could progress to National 4.

CURRICULAR AREA **EXPRESSIVE ARTS**

SUBJECT NAME MUSIC

PRINCIPAL TEACHER MR D GRIFFITHS

In music pupils will follow a broadly practical course that will develop your playing ability on two instruments.

Experiences and Outcomes

These instruments will be played both solo and in a group with the performance and music making being the main focus of the course.

We also hope that there will be chances for pupils to perform to other audiences as they gain confidence and ability.

We will aim to learn through performance and music creation any relevant listening and composing skills needed to help pupils to become more rounded musicians through the many pieces we will perform together.

Music in CHS embraces the use of new technology so there is scope to learn and develop recording skills through the use of software such as Garageband as well as the skills needed in using a simple PA with within a band or group.

Above all though music is a subject that builds confidence and self esteem through performance, enhances creativity through composition and song writing but most of all what we hope is that pupils will enjoy remember and have fun making music.

Home Study Requirements

Where pupils have access to an instrument at home we would encourage them to use this as regular practice will make a huge difference to their progress in this subject.

We understand though that access to an instrument at home is not the case for all pupils and would add that though it is not a course requirement to have an instrument at home it is something we would encourage should this be a possibility. Pupils also are able to use the department at lunchtime provided they treat the instruments with respect, a member of staff is present and they do not bring food or drink into the music rooms

Pupils can also further develop their musical knowledge by learning more about the musical concepts we cover in class by referring to the music area of the Education Scotland website.

Progression

Pupils can progress to National 4 or 5.

CURRICULAR AREA **EXPRESSIVE ARTS**

SUBJECT NAME DRAMA

PRINCIPAL TEACHER Mr Griffiths

In Drama pupils will learn how to shape ideas and stories into dramatic performances. They will engage in creative role-play and perform to groups of peers.

Experiences and Outcomes

Drama lessons are designed to maximize pupil interest and enjoyment through active learning.

Pupils become familiar with a body of knowledge, principles, skills, techniques and vocabulary related to Drama. They can develop a range of desirable personal qualities such as politeness, initiative, confidence, individual awareness and group sensitivity.

Drama also develops pupil literacy. Pupils are encouraged to consider critically the way language is used by writers and they learn how to evaluate and analyse scripts. Oral literacy is also developed through team work and presentations.

Pupils are also given the opportunity to develop artistic and technological skills to help shape materials into appropriate dramatic form. They are also encouraged to share their experiences and culture with others in order to enhance the quality of learning.

Home Study Requirements

Pupils are provided with regular homework to enhance their understanding of subject specific language.

Progression

Pupils can progress to National 4 or 5.

CURRICULAR AREA: HEALTH AND WELLBEING

Courses should:

Have a positive experience of healthy living activities

Learn to cope with challenging situations

Acquire the capacity to sustain physical, emotional and social wellbeing

Think critically about how to make informed health choices and contribute to their own and others' wellbeing

Promote self management skills and personal identity

Health and Wellbeing includes:

- Physical Education
- Social Education
- Home Economics

CURRICULAR AREA **HEALTH AND WELLBEING**

SUBJECT NAME PHYSICAL EDUCATION

PRINCIPAL TEACHER MR G AITKEN

The course

Pupils will have 3 periods of PE per week allowing pupils to specialise in sports depending on pupil experience, teacher expertise and facilities available.

PE activities may include: Football, Hockey, Basketball, Trampolining/Gymnastics, Swimming, Fitness, Badminton, Athletics, Volleyball, Table Tennis. Pupils will experience a wide range of activities offering personalisation and choice where appropriate.

Experiences and Outcomes

The S2 extra PE course offers pupils a variety of practical and theoretical learning experiences both outdoors and indoors. It provides pupils with a platform from which they can build physical competences, improve aspects of fitness, and develop personal and interpersonal skills and attributes. Pupils will investigate curricular areas including: Health and Well-being - Food choices and healthy lifestyle, Personal, Social and Emotional well-being, Literacy - Listening and Talking offering regular feedback to improve performance, Numeracy - Measure and Time, Science - Anatomy and Physiology. Pupils will also develop an understanding of the importance of their physical health, as well as the relationship between diet and physical activity and their role in health and well-being. Pupils will be expected to monitor their fitness levels through fitness testing; explaining the links between the energy used while being physically active to nutrition and their health and wellbeing.

Pupils will make links to physical activity and sport where experiences and outcomes should open up opportunities for pupils to lead activities/groups, organise and officiate competitions, creating a progression pathway in to the Sports Leader UK awards.

Pupils will investigate factors which impacts on their performance. They will carry out data collection tasks through Video analysis and observation checklists to identify an area for improvement. Pupils will be expected to create and carry out a performance improvement programme and write up a reflective evaluation of the process and improvements made. This aspect of the course will prepare those pupils considering National 4 or National 5 PE as an option beyond the broad general education phase.

Pupils will experience both practical and classroom theory based learning and should be prepared to write about sport as well as participate practically.

CURRICULAR AREA: LANGUAGES

Courses should:

Encourage intellectual curiosity

Develop skills of thinking, learning, communicating and working with others

Develop critical thinking and discernment

Exercise creativity

Exploit a wide range of texts and media

Help learners make connections

Promote understanding of how language works

Increase the learner's understanding of his/her own and other cultures

Develop competence in other languages

Languages include:

- English
- Literacy
- French
- Spanish

CURRICULAR AREA **LANGUAGES**

SUBJECT NAME ENGLISH and LITERACY

PRINCIPAL TEACHER: MRS K RUSSELL

Course Aims

In our S2 and S3 English courses we continue to extend the literacy skills which are crucial to success in learning, life and work. In S2 the majority of pupils are continuing to work through the **Third Level** Experiences and Outcomes. In S3 we offer pupils **Fourth Level** Experiences and Outcomes drawn from the three English and Literacy Organisers: **Listening and Talking**, **Reading** and **Writing.**

Across all three organisers we emphasise the importance of developing critical literacy and thinking skills, as well as encouraging pupils to take a more independent approach to their own learning.

Structure of Course / Experiences and Outcomes

In **Listening and Talking** pupils continue to develop their skills in both individual presentations and group discussions. They will develop their listening skills through exposure to increasingly complex texts from a range of genres. In **Fourth Level** Listening and Talking Experiences and Outcomes pupils are expected to work more independently and show clear evidence of their ability to use higher order literacy skills such as analysis and evaluation.

In our **Reading** work pupils experience a wide range of traditional texts including poetry, drama and prose as well as multi-modal and digital texts such as films and blogs. We continue to put a strong emphasis on encouraging all pupils to read for pleasure. In **Fourth Level** Reading Outcomes pupils will further develop their critical and information literacy skills and will be able to provide evidence that they can independently compare and contrast both short and extended texts.

In **Writing** pupils are given the opportunity to practise writing in a range of genres including personal, persuasive and creative writing. We also continue to focus on key skills such as grammar, spelling and presentation. In **Fourth Level** Writing Outcomes pupils will further develop their own voice and style as writers, and develop their ability to independently review and edit their writing.

Home Study Requirements

In S2 pupils complete a varied range of homework tasks which includes preparing an individual presentation, informative writing and book, film and news reviews. S2 pupils are encouraged to complete a substantial programme of personal reading, including both fiction and non-fiction. In S3 English pupils are also encouraged to complete a substantial programme of personal reading. Pupils will be expected to complete a range of formal homework tasks such as preparing individual presentations, researching topics and redrafting essays.

Progression

At the end of S3, pupils who are working well within **Fourth Level** will progress to National 5. Pupils who continue to work at **Third Level** or below will progress to National 4.

CURRICULAR AREA **LANGUAGES**

SUBJECT NAME ENGLISH and LITERACY

PRINCIPAL TEACHER: MRS K RUSSELL

In addition to the core entitlement of English and literacy young people who are working within levels 1 or 2 within literacy can choose to study the Literacy course rather than a modern language. This two-period per week option will allow young people to work on building the fundamental skills of the subject which will benefit them across their wider curriculum.

Please seek advice from your child's Guidance Teacher or Mrs Russell if you would like to discuss your child's suitability for this course.

CURRICULAR AREA **LANGUAGES**

SUBJECT NAME FRENCH, SPANISH

PRINCIPAL TEACHER MRS YATES

The Course

The course will continue to offer Level 3 Outcomes and Experiences in Modern Languages. However, we will expect pupils to have progressed to Outcomes and Experiences at Level 4 by S3. We would encourage learners who are successful with their first language to take up a second one in S2.

The skills we will develop will be Listening and Talking, Reading and Writing.

Topics will range from Travelling Abroad to talking about a Healthy Lifestyle.

A more detailed course guide will made available to parents and pupils at the start of the year.

Experiences and Outcomes

By S3, most pupils should have experienced the following:

- I can listen to and show understanding of language where sentences are more complex and contain some unfamiliar language
- I can listen and respond to others in extended conversations that are less predictable
- I can take part in more detailed conversations using an extended range of language structures to exchange information, experiences, feelings and opinions
- I can sustain a conversation by asking relevant questions and seeking help if necessary
- I can collaborate to prepare and present more open ended role – plays in a wide range of realistic contexts
- I can use a variety of media to plan prepare and deliver an individual presentation on topics of personal interest or linked to the country I am studying
- I can apply my knowledge about language to ensure others can understand me and work out how to read aloud familiar and unfamiliar texts with accuracy and confidence
- I can independently read text sometimes for interest and enjoyment, which is more detailed and which contains complex language including a range of tenses and demonstrate my understanding
- I can write more extensively over a widening range of topics using some variety of structures and linking words

- I can write about feelings, experiences and opinions and can offer reasons for having those opinions and I can take responsibility for the accuracy of my writing.

CURRICULAR AREA: MATHEMATICS

Courses should:

- Promote essential numeracy skills
- Develop an understanding of the concepts, principles and processes of Mathematics
- Embody problem solving as an intrinsic element of Mathematical approaches
- Equip learners to apply Mathematical competence in relevant contexts
- Promote an understanding on the impact of Mathematics on all aspects of life

Mathematics includes:

- Mathematics
- Numeracy

CURRICULAR AREA **MATHEMATICS**

SUBJECT NAME MATHEMATICS

PRINCIPAL TEACHER Mr Barlow

The Course

The course focuses on the Mathematics experiences and outcomes mainly at level three and level four, with topics coming under three main organisers, each of which contains a number of subdivisions:

Number, money and measure

Estimation and rounding
Number and number processes
Powers and roots
Fractions, decimal fractions and percentages
Money
Time
Measurement
Mathematics – its impact on the world, past, present and future
Patterns and relationships
Expressions and equations

Shape, position and movement

Properties of 2D shapes and 3D objects
Angle, symmetry and transformation

Information handling

Data and analysis
Ideas of chance and uncertainty

The Mathematics framework as a whole includes a strong emphasis on the important part Mathematics has played, and continues to play, in the advancement of society, and the relevance it has for daily life.

Experiences and Outcomes

Learning in Mathematics enables pupils to: develop a secure understanding of the concepts, principles and processes of Mathematics and apply these in different contexts, including the world of work; engage with more abstract Mathematical concepts and develop important new kinds of thinking; understand the application of Mathematics, its impact on our society past and present, and its potential for the future; develop essential numeracy skills which will allow individuals to participate fully in society; establish firm foundations for further specialist learning; understand that successful independent living requires financial awareness, effective

money management, using schedules and other related skills; interpret numerical information appropriately and use it to draw conclusions, assess risk, and make reasoned evaluations and informed decisions; apply skills and understanding creatively and logically to solve problems, all within a variety of contexts.

Home Study Requirements

Pupils are expected to complete set tasks at home to prepare for tests and examinations.

CURRICULAR AREA **MATHEMATICS**

SUBJECT NAME Numeracy

PRINCIPAL TEACHER Mr Barlow

The numeracy course gives an additional opportunity for young people to build upon their basic numeracy skills and brush up on the fundamentals of the subject. Delivered via a range of online methods the numeracy course allows pupils working within level 1 and 2 to work independently and at their own pace to develop their confidence.

Seek advice from your child's Guidance Teacher or Mrs Knak if you would like to know if your child would benefit from this course.

CURRICULAR AREA: RELIGIOUS, MORAL and PHILOSOPHICAL EDUCATION

Courses should:

Explore morals and values

Help learners develop their own beliefs, values and a responsible attitude to others

Explore different beliefs and approaches to living

Develop knowledge and understanding of Christianity and other religions

Allow learners to recognise religion as a response to questions about the nature and meaning of life

Develop skills of refection, critical thinking and deciding how to act when making moral decisions

Religious and Moral Education includes:

Religious, Moral and Philosophical Education/Mythologies

CURRICULAR AREA **RELIGIOUS AND MORAL EDUCATION**

SUBJECT NAME RELIGIOUS, MORAL AND PHILOSOPHICAL EDUCATION and Mythologies

PRINCIPAL TEACHER MRS PETRIE

The Course

The S2 RMPS Course will get you thinking about where religious beliefs come from and how people express these beliefs. Pupils will:

- Travel back in time and around the world to examine what the Ancient Egyptians believed about life after death, how Aborigines take care of the earth and how people in Japan worship
- Go on a virtual Pilgrimage to Makkah and Lourdes
- Examine some of the "Big Questions of Life": Is there a God? How did we get here? Why do we suffer?
- Take a journey into space and use Philosophy and Critical Thinking skills to solve the challenges set by aliens about the meaning of life.
- Investigate a World Religion in depth – pupils can choose which religion they would like to focus on.

Structure of Course

The course will be taught through a variety of methods including debate, investigation and group work. Pupils will be posed a philosophical question and will then have to work through possible scenarios, think about moral implications of certain decisions and then debate their viewpoint with the rest of the class. As the course progresses pupils will be given increasingly difficult philosophical tasks to think through thus developing their critical thinking and problem solving skills.

Experiences and Outcomes

I can explain a range of beliefs which Christians hold about 'ultimate questions' and participate in debates about these.
Having reflected upon Christian responses to issues of morality, I can discuss ways in which to create a more just, equal, compassionate and tolerant society.
I can describe how the values of Christianity contribute to as well as challenge Scottish and other societies.
I can explain a range of beliefs which followers of world religions hold about 'ultimate questions' and participate in debates about these.
Through investigating and reflecting upon the responses of world religions to issues of morality, I can discuss ways in which to create a more just, equal, compassionate and tolerant society.
I can describe how the values of world religions contribute to as well as challenge Scottish and other societies.

I am developing respect for others and my understanding of their beliefs and values
I am developing an increasing awareness and understanding of my own beliefs and I put them into action in positive ways
I am developing my own understanding of values such as honesty, respect and compassion and am able to identify how these values might be applied in relation to moral issues.
I can explain how the different beliefs that people have, including beliefs which are independent of religion, relate to their moral viewpoints and how this leads them to respond to moral issues. I am developing my understanding of the nature of belief and morality.

Home Study Requirements

Pupils will be required to read the relevant class notes at home to support in class reading.

Pupils will be required to revise for assessments and prepare for class debates.

Pupils will be required to complete homework exercises on time and to an acceptable standard.

Progression

National 4/ 5 RME.

CURRICULAR AREA: SCIENCE

Courses should:

Stimulate curiosity and questioning

Systematically investigate the environment

Provide experience of practical investigations and experiments

Promote understanding of empirical methods and appreciate that knowledge is provisional

Interpret evidence to create meaning

Convey an understanding of the big ideas and concepts of science

Develop an understanding of the impact of science on society, culture and the environment

Use scientific understanding in considering social, ethical, economic and environmental issues

Science includes:

- Biology
- Chemistry
- Physics

CURRICULAR AREA **SCIENCE**

SUBJECT NAME BIOLOGY

PRINCIPAL TEACHER Mrs Potter and Mrs Finlayson

The Course

This course focuses on the Biology outcomes and experiences for science at third level and fourth level with coverage of some areas of Chemistry and Physics at third level. The course will cover Biology topics on: Biodiversity, photosynthesis and climate change; Fertilisation, development and DNA; Body in Balance; Plant power; Human Impact and the Ecosystem; Biology of the future; Proteins and enzymes; Growth and development.
The Chemistry and Physics topics covered mainly in S2 include: Forces and Movement; Light; Rocks, Minerals and Agricultural chemicals; Space. How much Chemistry and Physics covered will depend on the other Science focuses taken.

Experiences and Outcomes

Over the two years pupils will cover all the outcomes and experiences for science at third level and Biology at fourth level.

Pupils will

- develop a secure knowledge and understanding of the big ideas and concepts of the sciences with a focus on Biology.
- develop a curiosity and understanding of their environment and their place in the living, material and physical world
- develop skills for learning, life and work
- develop skills of scientific inquiry and investigation using practical techniques
- develop skills in the accurate use of scientific language, formulae and equations
- recognise the role of creativity and inventiveness in the development of the sciences
- apply safety measures and take necessary actions to control risk and hazards
- recognise the impact the sciences make on their lives, the lives of others, the environment and on society
- develop an understanding of the Earth's resources and the need for responsible use of them
- express opinions and make decisions on social, moral, ethical, economic and environmental issues based upon sound understanding
- develop as scientifically literate citizens with a lifelong interest in the sciences
- establish the foundation for more advanced learning and, for some, future careers in the sciences and the technologies.

Home Study Requirements

Research on course work or individual/group projects plus written assignments.

Progression

This course allows progression to National 4 Science or Biology, National 5 Biology or National 5 Lab skills.

CURRICULAR AREA **SCIENCE**

SUBJECT NAME CHEMISTRY

PRINCIPAL TEACHERS Mrs Potter and Mrs Finlayson

The course

This course focuses on the Chemistry outcomes and experiences for science at third level and fourth level with coverage of some areas of Biology and Physics at third level. The course will start with Chemistry topics on Rocks, Minerals and Agricultural chemicals, then progress onto Fuels; Atomic structure and bonding; Carbohydrates; Metals and alloys; Nuclear chemistry; Chemical analysis; Polymers; Acids and alkalis.
The Biology and Physics topics covered mainly in S2 include: Biodiversity, photosynthesis and climate change; Fertilisation, development and DNA; Forces and Movement; Light; and Space. How much Biology and Physics covered will depend on the other Science focuses taken.

Experiences and Outcomes

Over the two years pupils will cover all the outcomes and experiences for science at third level and Chemistry at fourth level.

Pupils will

- develop a secure knowledge and understanding of the big ideas and concepts of the sciences with a focus on Chemistry.
- develop a curiosity and understanding of their environment and their place in the living, material and physical world
- develop skills for learning, life and work
- develop skills of scientific inquiry and investigation using practical techniques
- develop skills in the accurate use of scientific language, formulae and equations
- recognise the role of creativity and inventiveness in the development of the sciences
- apply safety measures and take necessary actions to control risk and hazards
- recognise the impact the sciences make on their lives, the lives of others, the environment and on society
- develop an understanding of the Earth's resources and the need for responsible use of them
- express opinions and make decisions on social, moral, ethical, economic and environmental issues based upon sound understanding
- develop as scientifically literate citizens with a lifelong interest in the sciences
- establish the foundation for more advanced learning and, for some, future careers in the sciences and the technologies.

Home Study Requirements

Research on course work or individual/group projects plus written assignments.

Progression

This course allows progression to National 4 Science or Chemistry, National 5 Chemistry or National 5 Lab skills.

CURRICULAR AREA **SCIENCE**

SUBJECT NAME PHYSICS

PRINCIPAL TEACHER Mrs Potter and Mrs Finlayson

The course

This course focuses on the Physics outcomes and experiences for science at third level and fourth level with coverage of some areas of Biology and Chemistry at third level. The course will start with Physics topics on: Forces and Movement; and Light, then progress onto Floating and sinking; Pressure, volume and temperature of a gas; Sound; Practical electricity and electronics; Motion; Cosmology; Magnetism and electro-magnetism.
The Biology and Chemistry topics covered mainly in S2 include: Biodiversity, photosynthesis and climate change; Fertilisation, development and DNA; Rocks, Minerals and Agricultural chemicals; Space. How much Biology and Chemistry covered will depend on the other Science focuses taken.

Experiences and Outcomes

Over the two years pupils will cover all the outcomes and experiences for science at third level, mainly in S2, and most at fourth level.

Pupils will

- develop a secure knowledge and understanding of the big ideas and concepts of the sciences with a focus on Physics.
- develop a curiosity and understanding of their environment and their place in the living, material and physical world
- develop skills for learning, life and work
- develop skills of scientific inquiry and investigation using practical techniques
- develop skills in the accurate use of scientific language, formulae and equations
- recognise the role of creativity and inventiveness in the development of the sciences
- apply safety measures and take necessary actions to control risk and hazards
- recognise the impact the sciences make on their lives, the lives of others, the environment and on society
- develop an understanding of the Earth's resources and the need for responsible use of them
- express opinions and make decisions on social, moral, ethical, economic and environmental issues based upon sound understanding
- develop as scientifically literate citizens with a lifelong interest in the sciences
- establish the foundation for more advanced learning and, for some, future careers in the sciences and the technologies.

Home Study Requirements

Research on course work or individual/group projects plus written assignments.

Progression

This course allows progression to National 4 Science or Physics, National 5 Physics or National 5 Lab skills.

CURRICULAR AREA: SOCIAL STUDIES

Courses should:

Develop an understanding of the world and the forces that have shaped learners' own and other societies

Help learners make sense of changes in society

Develop learner's enquiry skills and capacity for critical thinking

Promote understanding of how human activity and achievements influence the social and physical environment and shape values

Provide a context in which learners can exercise informed and responsible citizenship

Social Studies includes:

- Geography
- History
- Modern Studies

CURRICULAR AREA **Social Subjects**

SUBJECT NAME Geography

PRINCIPAL TEACHER Miss Logan

Course Aims

The main aim of the Geography course is to develop an understanding of the world in which we live.
We will focus on;

- Understanding physical landscapes and how they are used by people at all levels from local to global
- Look at patterns in the world and how they are changing
- The importance of environmental and human issues
- Investigation of issues relating to sustainable development

Structure of the Course

Human Environments will look at Population, Towns and Cities, Tourism and Holidays

Physical Environments will include the study of Weather, Climate Change, Rainforests and Tundra and Landform in coastal and glaciated landscapes

Global Issues will investigate Resources, Oil, Food and Globalisation

Experiences and Outcomes

The Geography course will cover a wide range Es & Os at Level 3 and 4 from the Social Studies Curriculum for Excellence framework. We will also cover various aspects of History, Modern Studies and Business. We ask questions, for example in Globalisation;

Why is Manchester United such a global brand in football?
Can I buy a Big Mac in Beijing?
Why are the clothes in the High Street shops made in the Far East?

We develop **Skills** useful to all aspects of life;

- Mapping and exploring
- Research including fieldwork
- Graphical presenting and interpreting
- Computer research
- GIS (Geographical Information Systems)
- Understanding cultures and world change

Assessments

The S2/3 Course will be assessed within the school by a range of methods from posters, powerpoints, writing, individual work, presentations, group-work and report preparation. Geography is a course where all pupils can perform well, those who enjoy writing but also more visual learners who like maps or diagrams.

Home Study Requirements

The pupils will be required to supplement the lessons with further work and observations. Homework, for example, may include keeping a log for a few days of the food we eat and where it comes from.

It is planned to undertake a range of field trips locally and in other areas of Scotland. An international trip is planned for every two to three years and is open to all Geographers.

Progression

Geography is a fun subject that develops an appreciation of the world around us. Pupils will understand the issues reported in the news and the increasing pressures on the environment in which we live. Geography fits well with a range of other subjects at National 4/5 and Higher.

An appreciation of Geography will stay with the pupil for life but also links into a range of careers including planning, environment, transport, retailing, tourism, outdoor education, and many more.

CURRICULAR AREA **SOCIAL STUDIES**

SUBJECT NAME HISTORY

PRINCIPAL TEACHER MR D FAUNCE SMITH

Course Aims

The main aims of History are to enable learners to:

- develop learners' conceptual understanding and foster their ability to think independently
- enable learners to acquire breadth and depth in the knowledge and understanding of historical themes
- develop learners' skills of explaining historical developments and events, drawing conclusions and evaluating historical sources
- enable learners to detect bias and propaganda and to challenge prejudice
- encourage learners to debate issues and, on the basis of evidence, form views and respect those of others
- develop learners' imagination and empathy with people living in other periods
- foster in learners an interest in history which will provide a life-long source of enjoyment

The History course contributes to general education and the wider curriculum. It will help create informed and active citizens by helping learners develop a greater understanding of political and social institutions and processes. Learners will develop skills which are transferable to other areas of study and which they will use in everyday life.

Course Structure

The course covers an interesting variety of topics and periods including the following:

Scottish History- We study the Stewart Dynasty including Mary Queen of Scots and James VI and we look at the Jacobite Rebellion and its aftermath in the eighteenth century.
British History- 1750 to 1930 - We look at Britain in the Industrial Age and cover topics such as health and medicine, railways, the growth of towns, child labour in factories and mines, the growth of democracy including women and the vote, suffragists and suffragettes.
European and World History- We study the Great Powers of Europe before 1914 and then the First
World War. We consider the League of Nations organisation and its attempts to keep peace during the 1920s and 30s. We study the USA in the 1960s including the career of John F Kennedy, the Cold War, Martin Luther King and the struggle for civil rights for African Americans.

Experiences and Outcomes

The course will cover all the Level 4 Social Subjects Outcomes and Experiences relating to History. Pupils will also cover outcomes and experiences in other Social Subject areas during the rotas which are built into the course.

Home Study Requirements

Pupils should be aware of History topics in the news and watch relevant History programmes.

Progression

Pupils can progress to National 4/5 History.

CURRICULAR AREA **SOCIAL STUDIES**

SUBJECT NAME MODERN STUDIES

PRINCIPAL TEACHER Mrs Logan

Course Aims

The main aims of Modern Studies are to enable learners to:

- engage as active and informed members of society and local and global citizens
- have an appreciation of the complexity, and changing nature, of modern society
- understand and respect human and legal rights and responsibilities as well as democratic modes of government
- understand the democratic process and how, why and to what extent people are informed about and participate in society
- have an awareness of social and economic issues at local, Scottish, national and international levels and ways of addressing needs and inequalities
- understand different views about the extent of state involvement in society
- understand the nature and processes of conflict resolution at all levels

Course Structure

The course covers an interesting variety of topics and periods including the following:

Political issues in the UK- Democracy and topics such as elections including a class election, the role of the Scottish Parliament and the role of the media in a democratic country. In comparison we consider dictatorships like North Korea. We also consider issues relating to Guantanamo Bay.

Social Issues- The elderly and how their needs are met.

International Issues- China as a world superpower, equality and inequality in China, human rights issues.

Experiences and Outcomes

The course will cover all the Level 4 Social Subjects Outcomes and Experiences relating to Modern Studies. Pupils will also cover outcomes and experiences in other Social Subject areas during the rotas which are built into the course.

Home Study Requirements

Pupils should keep abreast of news and current affairs.

Progression

Pupils can progress to National 4/5 Modern Studies.

CURRICULAR AREA: TECHNOLOGIES

Courses should:

Help learners to apply knowledge and skill to design and create products

Develop learners' imagination and creativity

Foster the enterprising attitudes essential for success in the global economy

Offer opportunities for work-related learning

Encourage learners to be skilled users of current technologies and to embrace future developments

Promote understanding of the impact of technology on society.

Technologies includes:

- Computing Science
- Enterprise & IT
- Craft Design & Technology
- Home Economics

CURRICULAR AREA **Technologies**

SUBJECT NAME Computing

PRINCIPAL TEACHER MR S Barlow

The Course

Computers and related technologies are changing the world around us: entertainment; sports; sciences and almost all careers now depend upon computation. There is hardly an aspect of modern life that this unaffected by our digital world.

Course Aims

This course will develop your understanding of computing devices, develop coding skills and learn how to think computationally. Computing's wider impact on society, and the security implications of technology are also explored to help develop safe and responsible behaviour online.

Structure of the Course

During the course you will explore three areas of Computing Science:

Computational Thinking Skills

- Breaking down problems into steps that can be programmed into a computer.
- Understanding how algorithms work.
- Creating and analysing computer software, games, web apps and data processing systems.

Computing Technology

- Understanding computer hardware and software, networks and the Internet.
- Investigating new technologies and developments and looking at their impact.
- Working with different types of devices to create and edit multimedia on devices.
- Understand and investigate areas of cyber security that affect ourselves, families and businesses.

Designing and Building Digital Systems

- Creating a variety of interactive digital media such as animations, websites and multimedia applications.
- Designing and creating databases which store vast amounts of data, making social media and web systems such as Snapchat, Facebook and YouTube possible.
- Learning how to code different languages for developing apps, websites and games.

Experiences and Outcomes

I will be able to:

- Read, write and understand a wide range of coding languages.
- Present information using a range of technologies including web development.
- Use digital technologies to process and manage information responsibly.
- Evaluate and improve Cyber Security for myself and my devices.
- Explore technology's environmental, social and economic impact.

Progression

Pupils will have the option to study a range of different technology courses in 4th year including: National 3-5 Computing Science, Level 4&5 Digital Creativity, Level 4&5 Cyber Security and Level 4&5 Games Development.

CURRICULAR AREA **TECHNOLOGIES**

SUBJECT NAME CRAFT, DESIGN TECHNOLOGIES

PRINCIPAL TEACHER MRS L BIRRELL

The Course

The Course provides a broad practical introduction to design and to technology. It provides opportunities for learners to gain skills in both designing and in communicating design ideas. It allows learners to explore and amend design ideas through model making and testing, in both product design and engineering contexts. The Course provides opportunities to develop and enhance practical creativity, practical problem solving skills, and an appreciation of safe working practices in a workshop or similar environment.

Experiences and Outcomes

- Skills in the design and manufacturing of models, prototypes and products
- Knowledge and understanding of manufacturing processes and materials
- Understanding of the impact of design and manufacturing technologies on our environment and society.
- Apply knowledge and understanding of basic engineering facts and ideas
- Apply skills in analysis, design, construction and evaluation to a range of straightforward engineering problems
- Develop an understanding of the role and impact of engineering in changing and influencing our environment and society.
- Replicating basic and familiar graphic forms in 2D, 3D and pictorials
- Initiating and producing simple preliminary, production and promotional graphics in familiar contexts
- Using standard graphic communication equipment, software and materials effectively for simple and familiar tasks
- Knowledge of colour, illustration and presentation techniques in straightforward and familiar contexts
- Knowledge of the impact of graphic communication technologies on our environment and society.

Progression

At the end of S3, pupils who are working well within **Fourth Level** could progress to National 5. Pupils who continue to work at **Third Level** or below could progress to National 4. In any of the following subjects:

Graphic Communication Design and Manufacture Engineering Science Practical Craft Skills (either woodwork or metalwork)

CURRICULAR AREA **TECHNOLOGIES**

SUBJECT NAME Home Economics

PRINCIPAL TEACHER Miss McCully

The Course

Pupils will focus on developing their knowledge and understanding of nutrition, individual dietary needs, food and health policy, and dietary legislation. This knowledge will then be applied to both practical and theoretical situations which will allow the pupils to further develop their practical food skills.

Pupils will also explore the rights and responsibilities of an effective consumer.

Throughout the course pupils will develop their abilities to design, produce and evaluate increasingly complex food items which will meet a specific identified need.

Course Structure The course focuses on the development of practical skills, with the individuals' knowledge and understanding of theoretical aspects of the subject developed in conjunction with the production of food items. Pupils will focus primarily on experiences and outcomes in Health Well Being and Technology.

Pupils will spend approximately half of their time in the department engaged in practical activities.

Learning takes place through practical application, demonstration, discussion, research, preparation for presentations, group work and completion of tasks individually.

Assessment will be carried out throughout the course and will include design activities, practical cookery, research projects and written exams.

Experiences and Outcomes

The course will include creative and practical experiences and outcomes delivered through the medium of food.

Learning in the technologies enables the pupil to:

- develop an understanding of the role and impact of technologies in changing and influencing societies
- contribute to building a better world by taking responsible, ethical actions to improve their life, the lives of others and the environment
- gain the confidence and skills to embrace and use technologies now and in the future, at home, at work and in the wider community
- become an informed consumer and producer who has an appreciation of the merits and impacts of products and services
- be capable of making reasoned choices relating to the environment, sustainable development and ethical, economic and cultural issues

Learning in health and wellbeing ensures that children and young people develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future.

The pupil can expect their learning to support them to:

- develop self-awareness, self worth and respect for others
- meet challenges, manage change and build relationships
- experience personal achievement and build resilience and confidence
- understand how what they eat affects physical and mental wellbeing
- participate in a wide range of activities which promote a healthy lifestyle
- learn about where to find help and resources to inform choices
- assess and manage risk and understand the impact of risk-taking behaviour

Home Study Requirements
Due to the practical nature of the subject there is not a great deal of formal homework.

Pupils are expected to
- arrive prepared
- practise skills at home
- revise class work

Pupils will be expected to carry out research, design leaflets and prepare for discussions in their own time.

Progression

Pupils will be expected to progress to National 4 or 5 Health and Food Technology/ National 5 Hospitality.