Improving Lives Together

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PERTH & KINROSS COUNCIL

Crieff High School

S3 Curriculum Handbook

Session 2024 – 2025
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 the course choice process.

The Guidance team comprises:

Barvick House	Mrs A Walker
Kelty House	Mr S Davidson
Turret House	Mrs A Douglas

S2 into S3 course choice form session 24/25

All S3 pupils will study Maths, English, Physical Education, RE, Citizenship and PSE as well as 1 subject from each of the columns C-G and 2 subjects from the free choice columns H & I.

In the free choice column choose 5 subjects in order of preference.

Column C - Social Subjects		
Geography		Select 1 Social Subject
History		
Modern Studies		
Column D – Modern Languages		
French		Select 1 Modern Language
Spanish		
Column E - Science		
Biology		Select 1 Science
Chemistry		
Physics		
Science		
Column F - Technologies		
Business Administration		Select 1 Technology
Computing		
Engineering Science		
Graphic Communication		
Home Economics: Practical Cookery		
Practical Woodwork		
Column G – Expressive Arts		
Art & Design		Select 1 Expressive Art
Dance		
Drama		
Music		
Physical Education		
Columns H & I – Free Choice		
Art & Design		Select 5 subjects in order of preference (please label 1 to 5)
Biology		
Business Administration		
Chemistry		
Computing		
Engineering Science		
French		
Geography		
Graphic Communication		
History		
Modern Studies		
Music/Music Technology		
RMPS/Mythologies/Classical Studies		
Home Economics: Health & Food Tech		
Home Economics: Practical Cookery		
Physical Education		
Physics		
Practical Woodwork		

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.

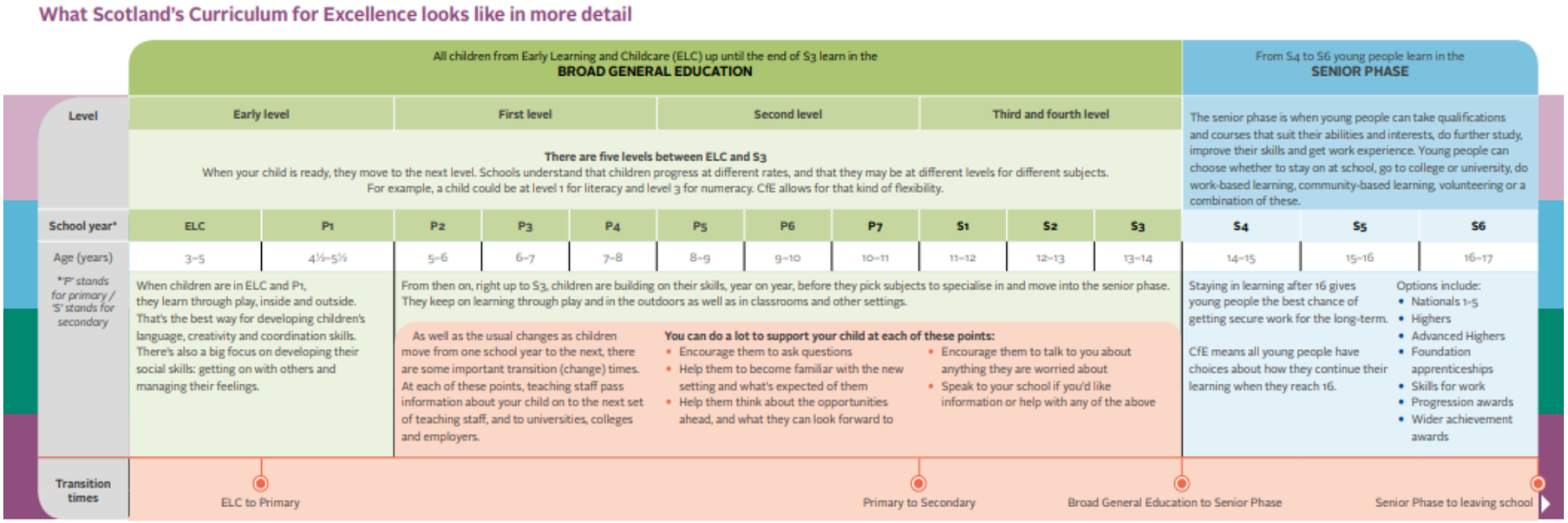

Figure 1 Graphic from Scotland's Curricuum for Excellence in a nutshell

Once young people move from the Broad General Education in S3 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.

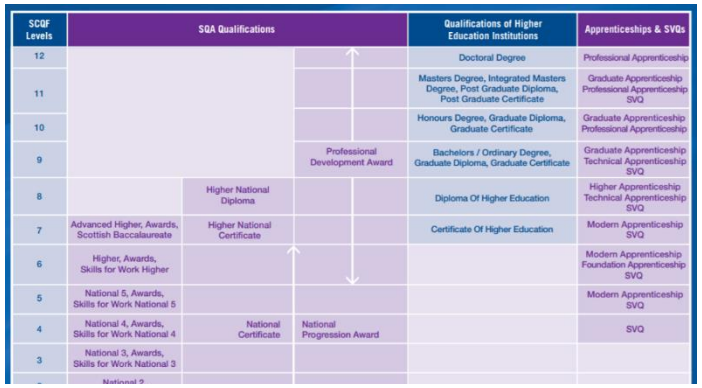

Figure 2 The Scottish Credit and Qualifications Framework

The diagram show shows the Scottish Credit and Qualifications Framework. More information is available at http://scqf.org.uk/about-the-framework/

Choices made 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.

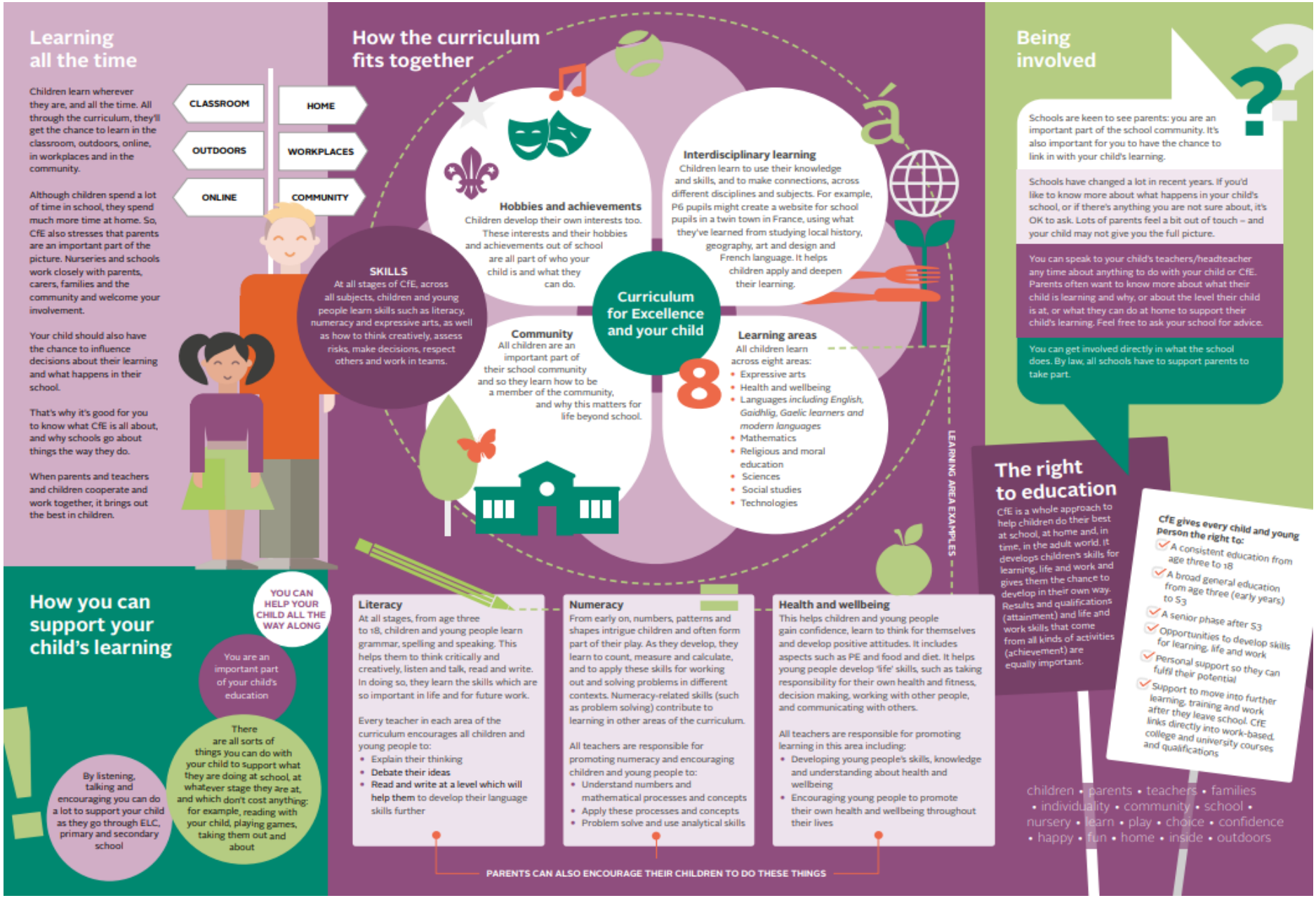

Figure 3 Graphic from Scotland's Curriculum for Excellence in a nutshell

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 Wellbeing
- 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 and built into the curriculum in S1 – S3
- Based on experiences and outcomes drawn from different curriculum areas
- Directed towards depth of learning and understanding
- Effective in developing skills

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**

ART AND DESIGN

PRINCIPAL TEACHER **Miss M 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**

MUSIC

PRINCIPAL TEACHER **Mr D Griffiths**

In music pupils will follow a broadly practical course that will develop 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**

DRAMA

PRINCIPAL TEACHER **Mr D 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**

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 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 - healthy lifestyle, Personal, Social and Emotional well-being, literacy - listening and talking offering regular feedback to improve performance, numeracy - measure and time, anatomy and physiology. Pupils will be expected to monitor their fitness levels through fitness testing sessions. 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 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 into the Sports Leader UK awards and NPA awards.

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

Progression

At the end of S3, pupils who are working well could progress to National 4, National 5 and Level 5 NPA.

CURRICULAR AREA **HEALTH AND WELLBEING**

DANCE

PRINCIPAL TEACHER **Mr G Aitken**

The Course

This course offers pupils the opportunity to develop their technical and choreographic skills through dance. The course will be split into 3 different aspects; practical solo performance, choreography and theory. Pupils will develop their technical skills through 3 styles. Jazz, Contemporary and Commercial. Group choreography tasks will enable pupils to develop their use of self- expression and creative problem solving. This is a mainly practical course and pupils will be expected to bring appropriate dance wear and fully participate. Previous experience of dance is not essential but recommended.

Experiences and Outcomes

Pupils will learn to apply performance skills to dance with control, body awareness and movement flow. In the choreography unit pupils will explore different themes, storyline, costumes and more to create a 1:30 - 2-minute piece of choreography. Pupils may also get the opportunity to link up with the drama department to add theatre art technology to enhance choreography and add more excitement and drama to performances. Pupils will learn to analyse the technical aspects of dance across all three styles and make informed judgements of their own and others work.

Progression

At the end of S3, pupils who are working well could progress to National 5 or Level 5 NPA Dance.

CURRICULAR AREA **HEALTH AND WELLBEING**

CURRICULAR AREA **HEALTH AND WELLBEING**

HOME ECONOMICS: PRACTICAL COOKERY

PRINCIPAL TEACHER **Ms S Russon**

The Course

Pupils will develop their knowledge and understanding of the food production and hospitality industry, sustainability and adapting recipes to meet current dietary advice.

Units will include

- Food Sustainability: An introduction to organic, free range, fairtrade foods and other sustainable food choices and the impacts of the food production industry on our environment.
- Quality Meat Scotland: Design a better burger: A look at current dietary advice and how to adapt recipes to improve nutrition.
- Focus on the hospitality industry: Study of the career opportunities across the hospitality and food production industry and developing the skills needed for these roles.
- Our Ingredients: An in-depth exploration into ingredient, their characteristic and function properties within a dish to help us better understand how to make our practical cookery successful.

Pupils will develop complex practical skills which improves manual dexterity, hand eye co-ordination and independence as well as time management and organisation skills. Pupils will develop numeracy skills through recipe costing and time planning and literacy skills when reading detailed recipes and writing time plans.

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 practical cookery.

2 x Practical classes
1 x theory lesson

Learning takes place through independent practical work, teacher demonstration, discussion, research, written tasks and group work.

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

Home Study Requirements

Pupils are expected to complete:

- Practise practical skills
- Revise for end of unit assessments

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 Practical Cookery. Please note that there is no progression to Higher in this subject

CURRICULAR AREA **HEALTH AND WELLBEING**

HOME ECONOMICS: HEALTH AND FOOD TECHNOLOGY

PRINCIPAL TEACHER **Ms S Russon**

The Course

Pupils will develop their knowledge and understanding of health and nutrition, the food production industry, sustainability and food technologies.

Units will include

- Food for Health: In-depth nutrition study and the impacts on long term and short-term health. Dietary diseases and individual dietary needs.
- Food Sustainability: An introduction to organic, free range, fairtrade foods and other sustainable food choices and the impacts of the food production industry on our environment.
- Food product development: How food manufacture develops new food products for mass manufacture.

Pupils will spend some time developing practical skills however this will support theory learning. This course is not considered a practical course as the associated national qualification has no practical assessment element. Pupils will develop numeracy skills through interpretation of dietary reference values and literacy skills when reading detailed recipes and writing time plans.

Course Structure

1 x Practical classes
2 x theory lesson

Learning takes place through class discussion, research, written tasks and group work.

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

Home Study Requirements

Pupils are expected to complete:

- Learning consolidation tasks
- Revision for assessments

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. This course also has a progression pathway to Higher Health and Food Technology.

Experiences and Outcomes

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

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
- French
- Spanish

CURRICULAR AREA **LANGUAGES**

ENGLISH

PRINCIPAL TEACHER: **Mrs S Rennie**

Course Aims

In our 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 continued 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 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 English. Pupils who continue to work at **Third Level** or below will progress to National 4.

CURRICULAR AREA **LANGUAGES**

FRENCH, SPANISH

PRINCIPAL TEACHER **Mrs L 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.

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.

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.

Progression

Young people can progress on to National 4/5 French / Spanish.

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

CURRICULAR AREA **MATHEMATICS**

MATHEMATICS

PRINCIPAL TEACHER **Mrs J Knak**

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 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.

Progression

Young people can progress onto National courses in Mathematics / Applications of Mathematics.

CURRICULAR AREA: RELIGIOUS, MORAL and PHILOSOPHICAL EDUCATION

Courses should:

Develop an awareness of how the classical world is relevant to an understanding of modern society by exploring morals and values ancient and modern.

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

Explore different beliefs and approaches to ancient and modern living .

Develop knowledge and understanding of world religions, ancient beliefs, and mythological stories.

Allow learners to recognise religion and ancient beliefs as relevant today as means to understanding religious, social, and political beliefs.

Develop creative and critical thinking skills.

Religious and Moral Education includes:

Religious, Moral and Philosophical Education/ /Mythologies/ Classical Studies.

CURRICULAR AREA **RELIGIOUS AND MORAL EDUCATION**

RMPS/Mythologies/Classical Studies

PRINCIPAL TEACHER **Mrs J Petrie**

The Course

This interdisciplinary course will investigate ancient civilisations , myths, and religious beliefs. Pupils will:

- Discover what ancient people thought about ultimate questions such as " Is there a God and how you they should be worshipped ?" and compare that with a religion today.
- Discover epic tales ranging from biblical stories to classical mythology and uncover their relevance and meaning today.
- Go on a virtual Pilgrimage to Makkah, the Colosseum in Rome, and Oracle of Delphi.

Structure of Course

The course will be taught through a variety of methods including using iPads and other digital technologies. Pupils will lead their own learning and be able choose from a variety of topics depending on their interests to personalise their learning. There be a focus on a World Religion, Classical Rome and Ancient Greece.

Experiences and Outcomes

I can explain a range of beliefs which world religions hold about 'ultimate questions' and participate in debates about these.
Having reflected upon world religious 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, world religions, Classical Rome and Ancient Greece contribute to as well as challenge Scottish and other societies.
I can explain a range of beliefs which followers of world religions and ancient religions hold about 'ultimate questions' and participate in debates about these.
I am developing respect for others and my understanding of their beliefs and values.
to moral issues. I am developing my understanding of the nature of belief and morality.
I am developing a range of skills including the ability to understand and comment on sources of evidence and respond to issues raised by classical literature.
I have a basic knowledge and understanding of religious, political, social moral or cultural aspects of life in classical Greek and Roman societies.
I have basic knowledge and understanding of some ideas, themes or values raised by classical literature.

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
National 4/5 Classical Studies.

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

To find out more about the sciences scan the QR code below:

CURRICULAR AREA **SCIENCE**

BIOLOGY

PRINCIPAL TEACHERS **Mrs J Finlayson / Mrs L Potter**

The Course

This course focuses on the biology experiences and outcomes at fourth level. The course will cover Biology topics on: Growth and development, Industrial and therapeutic applications of biology and biodiversity and human impacts on the environment.
There are opportunities for learners to personalise their experiences through independent research activities. These will support the development of the skills necessary for the senior phase.

Pupils will

- develop a secure knowledge and understanding of the big ideas and concepts of 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 a National 4 option, National 5 Biology or National 5 Lab skills.

CURRICULAR AREA **SCIENCE**

CHEMISTRY

PRINCIPAL TEACHERS **Mrs J Finlayson & Mrs L Potter**

The course

This course focuses on the chemistry experiences and outcomes at fourth level. The course will cover chemistry topics on: chemical changes and structures, nature's chemistry and chemistry in society.

There are opportunities for learners to personalise their experiences through independent research activities. These will support the development of the skills necessary for the senior phase.

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 a National 4 option, National 5 chemistry or National 5 Lab skills.

CURRICULAR AREA **SCIENCE**

PHYSICS

PRINCIPAL TEACHER **Mrs J Finlayson & Mrs L Potter**

The course

This course focuses on the physics experiences and outcomes at fourth level. The course will cover physics topics on: dynamics and space, electricity and energy and waves and radiation. There are opportunities for learners to personalise their experiences through independent research activities. These will support the development of the skills necessary for the senior phase.

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 a National 4 option, National 5 physics or National 5 Lab skills.

CURRICULAR AREA **SCIENCE**

SCIENCE

PRINCIPAL TEACHERS **Mrs J Finlayson & Mrs L Potter**

The Course

This course focuses on science experiences and outcomes at third level. The course will cover Science topics on: fragile earth, human health and applications of science.
There are opportunities for learners to personalise their experiences through independent research activities. These will support the development of the skills necessary for the senior phase.

Pupils will

- develop a secure knowledge and understanding of the big ideas and concepts of science
- 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 a National 4 option in science.

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 STUDIES**

GEOGRAPHY

PRINCIPAL TEACHER **Miss T 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 S3 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**

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**

MODERN STUDIES

PRINCIPAL TEACHER **Miss T 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:

- Business Administration
- Computing Science
- Engineering Science
- Graphic Communication
- Practical Woodworking

CURRICULAR AREA **TECHNOLOGIES**

BUSINESS ADMINISTRATION

PRINCIPAL TEACHER **Mr S Barlow**

The Course

The course enables young people to develop their knowledge and understanding of how businesses operate and provides opportunities for learners to develop their ICT skills. In addition, young people will be able to enhance their entrepreneurial and employability skills by taking part in realistic business activities, which will help them prepare for the world of work.

Courses Structure

The course contains elements of Business Management and Administration and IT.

Business Management is a social subject looking at different types of businesses and studying how different departments in a business work, e.g. Marketing, Human Resources, Operations and Finance.

Administration and IT is a practical subject focusing on using different ICT applications, including word processing, spreadsheets, databases, presentations, and electronic communication. It also covers other areas of the workplace, including key legislation and the impact it has on employers and employees e.g. Health and safety and Data Protection.

In addition to classroom enterprise activities, pupils will have the opportunity to take part in a national “Business Challenge”. This is organised by young enterprise and judged by a panel of Scottish entrepreneurs. There are various prizes and certificates to be won e.g. the best logo design.

Learning takes place through practical application, demonstrations, discussions, research, enterprise activities, group work and completion of individual tasks.

Assessment will be carried out throughout the course and will include written tests, digital quizzes, peer assessment, self-assessment, practical tasks, and research assignments.

Home Study Requirements

Learners are required to read over their class notes and research topics to consolidate their learning. In addition, they are expected to revise for assessments. All tasks should be completed on time to a high standard.

Experiences and Outcomes

Young People will be able to:

<u>Technological Developments in Society and Business</u>

- Discuss advantages and disadvantages of using technologies in our everyday life.
- Demonstrate an understanding of the impact of technologies on the environment and business.
- Search, edit and manipulate text and numbers using appropriate hardware and software.

- Explain the impact of technologies on globalisation, patterns of work and conditions of employment.
- Update and present information using appropriate hardware and software.

People in Society, Economy and Business

- Exemplify the purpose and features of different sector organisations: private, public and third sector.
- Describe how different businesses help to satisfy needs and wants.
- Contribute to discussions regarding the relationships between the organisations and their stakeholders, recognising the contribution of entrepreneurial and enterprising behaviours.
- Examine how economic factors influence the decisions and behaviours of businesses.
- Identify ethical issues related to business practices, for example Fairtrade, recycling and zero-hour contracts.
- Identify internal and external factors influencing planning and decision making, contributing to success or failure of businesses.
- Evaluate the role of different departments in terms of their contribution to the success or failure of the business.
- Describe and use the practical skills required to contribute to the success of an enterprise activity.

Progression

At the end of S3, young people can progress to National 4 or National 5 Business Management and/or National 4 or National 5 Administration and IT.

CURRICULAR AREA **TECHNOLOGIES**

COMPUTING SCIENCE

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 help young people develop an understanding of computer devices, develop coding skills and learn how to think computationally. The wider impact of Computing Science 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 young people 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.
- Understanding and investigating 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

Young people will be able to:

- Read, write and understand a 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 themself and their devices.
- Explore the environmental, social and economic impact of technology.

Progression

Young people will have the option to study a range of different Computing courses in 4th year including National 4/5 Computing Science, NPA Level 4/5 Digital Media and NPA Level 4/5 Computer Games Development.

CURRICULAR AREA **TECHNOLOGIES**

ENGINEERING

PRINCIPAL TEACHER **Mr S Barlow**

The Course

Engineering shapes the world in which we live, by applying elements of the STEM subjects (Science, Technology, Engineering and Maths) to real-world challenges. Engineers play key roles in meeting the needs of society in fields that include climate change, medicine, IT and transport, and it is important there are more young people with an informed view of engineering.

The course encourages learners to become successful, responsible and creative in using technologies and to develop a range of qualities, including flexibility, perseverance, confidence and enterprise.

Structure of the Course

The focus During the course young people will develop skills in three main areas:

Engineering contexts and challenges

- Developing an understanding of engineering concepts.
- Exploring a range of engineered objects, engineering problems and solutions.
- Exploring some existing and emerging technologies and challenges.
- Considering the implications relating to the environment, sustainable development and economic & social issues.

Electronics and control

- Exploring a range of key concepts and devices used in electronic control systems, including analogue, digital and programmable systems.
- Developing skills in problem-solving and evaluating through simulation, practical projects and investigations.

Mechanisms and structures

- Developing an understanding of mechanisms, structures and pneumatic systems.
- Developing skills in problem-solving and evaluating through simulation, practical projects and investigations.

Learners will also spend a limited amounted of time developing skills in the other CDT subject areas.

Experiences and Outcomes

Young people will be able to:

- Explain why something is an Input, process, output.
- Produce systems diagrams.
- Design and build/simulate solutions to engineering problems
- Explains energy transfers within a system
- Select and use formulae to calculate outcomes to engineering problems.

Progression

Young people will be able to progress to National 5 Engineering Science.

CURRICULAR AREA **TECHNOLOGIES**

PRACTICAL WOODWORKING

PRINCIPAL TEACHER **Mr S Barlow**

The Course

The Practical Woodworking course provides opportunities for learners to gain a range of theoretical and practical woodworking skills relating to tools, equipment, processes and materials.

Learners also develop skills in reading and interpreting working drawings and related documents as well as an understanding of health and safety.

Structure of the Course

This course develops skills in three main areas. Each area provides opportunities for learners to understand safe working practices, sustainability issues, and good practice in recycling within a workshop environment. Each area of study covers a different set of woodworking skills. All areas include skills and associated knowledge in measuring, marking out, cutting and jointing techniques.

The areas of study are:

Flat-frame construction

- Developing skills, knowledge and understanding in the use of woodworking tools.
- Making woodworking joints and assemblies commonly used in flat-frame joinery.
- Developing the ability to read and use drawings and diagrams.

Carcase construction

- Developing skills, knowledge and understanding in the use of woodworking tools.
- Making woodworking joints and assemblies commonly used in carcase construction.
- Working with manufactured board or with frames and panels.
- Using working drawings or diagrams that require some interpretation.

Machining and finishing

- Developing skills, knowledge and understanding in using machine and power tools.
- Develop skills in a variety of woodworking surface preparations and finishing techniques.

Experiences and Outcomes

Young people will be able to:

- Select tools and equipment to mark-out, cut, shape, form and finish models/products.
- Identify potential health and safety risks in the manufacture of models/products and plan the safe working practices required.

- Produce accurate prototypes, in scale, by reading drawings and sketches to retrieve dimensional and material information.

Progression

Young people will be able to progress to National 4/5 Practical Woodworking.