Boroughmuir High School

Subject Resources Information Booklet

S1 and S2 Courses

Introduction:

This resource is for our learners, parents and carers to support individual home learning and also learning that occurs within the school day.   Examples of these materials include *course outlines, topic benchmarks, class notes, teacher's slides and revision notes*.

It has been produced in 3 parts, each available separately, for:

S1/2 Courses	S3/4 Courses	S5/6 Courses

For each subject, information is described in 4 sections as listed below.

Course information	Resources
Home Study Materials	Assessment

The majority of this information is stored online on Office 365. Each pupil in the school has their own username and password. The Office 365 log in page can be accessed via the *Useful Links* table on the front page of the [Boroughmuir High School Website](#)

Office 365 contains a suite of programmes which contain useful learning materials. These include SharePoint, OneNote and Teams.

Homework and Home Learning

In most subjects teachers will set and monitor homework. The frequency of this will vary. In the subject pages that follow further information is provided.

It is our aim to increase the use of Teams Assignments when setting homework and this will be shown in the Outlook Calendar. This will support pupils with their organisation, digital skills, communication with teachers and their peers.

We will provide tracking feedback for homework throughout the year.

English – in addition to specific tasks indicated in the following pages, we strongly encourage your child to read for pleasure throughout the week. They are also expected to have a book that they bring to school each day.
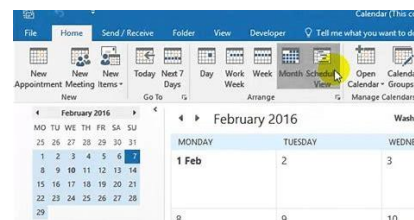
Maths – often pupils will be given a few questions after class to practice the skills developed in the lesson. Pupils tend to self mark at the start of the next lesson.

In addition to specific homework tasks assigned by the teachers we also would strongly encourage pupils to self-study at home. There are many benefits including:
Develop time management skills, builds personal responsibility and improves perseverance. Helps to improve self-esteem. Develops better organisation and planning. Reduces screen time. Can be completed around other out of school activities.
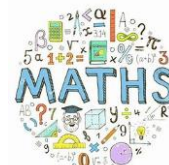
Examples of Home Learning activities are shown in the subject pages. Some general tasks include:
Reading over class material from jotters and Teams
Using online support websites e.g. BBC Bitesize
Reviewing topics using textbooks or study/revision guides
Writing revision notes/flashcards for assessments
Preparing Mind Maps

Behaviour/Effort/Homework

1	Exceeds expectations
2	Meeting expectations
3	Use NSI for Improvement
4	Cause for Concern

S1 and S2 Courses

Subject Sections *other subject sections will follow in subsequent updates

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Subject Name: **S1/2 Art and Design**

Course Information	Class Resources and Revision	Home Study	Assessment
S1 • Face of Boroughmuir Expressive painting Unit • Art Nouveau Design Unit • Literacy Task (exhibition review) • Drawing Test (observational drawing)	All class teaching will be supported on class teams, with resources and support materials available to all pupils	Each unit of work will offer optional home study tasks along with formal homework. Pupils encouranged to develop their skills in their own time	Cumulative overall assessment for end of year report. Drawing test marked as a stand-alone grade Progress mapped in whole school tracking reports
S2 • Art Deco Clock Design (unit co-taught with D&E) • Expressive Landscape painting unit • Literacy Task (exhibition review) • Drawing Test (observational drawing)	All class teaching will be supported on class teams, with resources and support materials available to all pupils	Each unit of work will offer optional home study tasks along with formal homework. Pupils encouraged to develop their skills in their own time	Cumulative overall assessment for end of year report. Drawing test marked as a stand-alone grade Progress mapped in whole school tracking reports

Subject Name: **S1 Business Education**

Course Information	Class Resources and Revision	Home Study	Assessment
The S1 course content covers: CFE Level 3 experiences and outcomes The units of study in S1 consist of: • Introduction to use of Office365 and Digital Literacy • Business Enterprise • Business Ethics	All classes have a OneNote class notebook. This can be accessed via Office365. http://office365.edin.org or going to the Boroughmuir web site and clicking on Office365 in the Useful Links section of the home page. All teaching and learning materials can be found in the class notebook. This includes, course notes, revision notes and written tasks. Each class also has a Microsoft Team. There is an 'Ask' channel which allows pupils to communicate with their teacher. Homework tasks and assessment deadlines will be shared via teams.	Accessing their notebooks and Teams	Short End of Topic Assessments Naturally occurring evidence of learning throughout

Subject Name: **S2 Business Education**

Course Information	Class Resources and Revision	Home Study	Assessment
The S2 course content covers: CFE Level 3 experiences and outcomes The units of study in S2 consist of: • Administration and IT • Economics • Business Management	All classes have a OneNote class notebook. This can be accessed via Office365. http://office365.edin.org or going to the Boroughmuir web site and clicking on Office365 in the Useful Links section of the home page. All teaching and learning materials can be found in the class notebook. This includes, course notes, revision notes and written tasks. Each class also has a Microsoft Team. There is an 'Ask' channel which allows pupils to communicate with their teacher. Homework tasks and assessment deadlines will be shared via teams.	Access to their notebook and Teams	Short end of topic assessments for -Administration (Sept/Oct) -Economics (Dec/Jan) -Business (Feb/Mar) Course Project (May)

Subject Name: **Craft, Design and Technology (Design and Engineering) – S1**

Course Information	Class Resources and Revision	Home Study	Assessment
4 subject areas at CFE Level 3: Design and Manufacture, Engineering Science, Graphic Communication and Practical Woodworking Units of study consist of: **D&M**: Spatula design and make project focusing on intro to design factors and wood manufacturing tools and processes **Graphics**: 1-point and 2-point perspective drawing challenges. **D&M**: Key Fob design and make project focusing on Idea generation techniques, sketching skills, intro to acrylic, laminating strips with Tensol cement, cross filing, draw filing, wet & dry, polishing **Graphics**: Desk-top publishing Christmas card including card mechanisms and design **D&M** Coat hook design and make project with a focus on metal processes including annealing and manufacture. **Graphics**: A 3D modelling task in which pupils will use computer aided design software to produce a digital model and produce a marketing campaign.	All classes have a Teams page. This allows communication with peers and teacher. This can be accessed via Office365. http://office365.edin.org or by going to the Boroughmuir web site and clicking on Office365 in the Useful Links section of the home page. All teaching and learning materials can be found there. This includes the course notes, revision notes, written tasks, and practical tasks for the pupils. Homework tasks and assessment deadlines will be shared via teams.	As well as set homework tasks pupils are expected to revisit tasks and revise using the class notes and revision material on a regular basis.	Each unit of study will have a way of assessing pupils progress. This could take the form of a small written test to assess pupil's knowledge and understanding, a Folio to assess their understanding and application of the theory or even a practical project to assess pupil's skill development.

Subject Name: **Craft, Design and Technology (Design and Engineering) - S2**

Course Information	Class Resources and Revision	Home Study	Assessment
Cross-Curricular pupils will Manufacture and then fit mechanisms to clocks that were designed in the Art Department to an Art Deco Brief. **Engineering:** Span the gap is a group task where candidates research the bridges over the Forth, triangulation and other successful bridge designs. Bridges are to be designed and then manufactured using no more than 3000mm of pine with a 6x6mm cross section. Bridges are tested in class and results recorded. **Practical Woodworking:** manufacture a wooden mobile phone stand, pupils will learn how to read and understand working drawings, Marking out woodworking joints such as housing joints and corner rebate joints. Cutting with Tennon saws, Chiselling, dry cramping, gluing, Sanding and applying finishes. **Engineering:** electronics project building a moisture sensor. Intro to Ohms law, building simple circuit. Each project consists of both theory work and practical tasks for the subject. This will give pupils the knowledge and skills needed to cover all CFE Level 3 experiences and outcomes	All classes have a Teams page. This allows communication with peers and teacher. This can be accessed via Office365. http://office365.edin.org or by going to the Boroughmuir web site and clicking on Office365 in the Useful Links section of the home page. All teaching and learning materials can be found there. This includes the course notes, revision notes, written tasks, and practical tasks for the pupils. Homework tasks and assessment deadlines will be shared via teams.	As well as set homework tasks pupils are expected to revisit tasks and revise using the class notes and revision material on a regular basis.	Each unit of study will have a way of assessing pupils progress. This could take the form of a small written test to assess pupil's knowledge and understanding, a Folio to assess their understanding and application of the theory or even a practical project to assess pupil's skill development.

Subject Name: **Computing Science (S1) –** *see next page for S2*

Course Information	Class Resources and Revision	Home Study	Assessment
The S1 course content covers: • CFE Level 3 experiences and outcomes The units of study in S1 consist of: • Introduction to use of Office365 and Digital Literacy • Programming Microbits (Processors similar to the Rasberry Pi). • Web Design • Cyber Resilience • Graphic Design Each unit consists of theory work and practical tasks. This will give pupils the knowledge and skills to prepare for the course assessments in S1.	All classes have a OneNote class notebook. This can be accessed via Office365. http://office365.edin.org All teaching and learning materials can be found in the class notebook. This includes, course notes, revision notes, written tasks, and practical tasks. Each class also has a Microsoft Team. This allows communication with peers and teacher. It also contains the resources from class in Team Files, as well as access to our Class Notebook. Homework tasks and assessment deadlines will be shared via Teams in the **Homework and Assignments** channel. S1's will be encouraged to complete iDEA badges in order to achieve an Award at the end of the year.	Apart from set homework pupils should use their class notebook to revisit tasks and revise using class notes and revision material regularly. Digital Literacy Windows Basics: Working with Files (gcfglobal.org) Digital Skills – Edinburgh Learns Digital Coding 12 Free Coding Games to Learn Programming for Beginners (freecodecamp.org) www.code.org Make it: code it	micro:bit (microbit.org) Web Design www.w3schools.com	Each unit of study will have a short written test to assess knowledge and understanding and a practical project to assess skill development.

Subject Name: **Computing Science (S2)**

Course Information	Class Resources and Revision	Home Study	Assessment
The S2 course content covers: • CFE Level 3 experiences and outcomes The units of study in S2 consist of: Intro to Data Science Games Design and Programming using Scratch Digital Media Project Each unit consists of theory work and practical tasks. This will give pupils the knowledge and skills to prepare for the course assessments in S2.	All classes have a OneNote class notebook. This can be accessed via Office365. http://office365.edin.org All teaching and learning materials can be found in the class notebook. This includes, course notes, revision notes, written tasks, and practical tasks. Each class also has a Microsoft Team. This allows communication with peers and teacher. It also contains the resources from class in Team Files. Homework tasks and assessment deadlines will be shared via Teams in the **Homework and Assignments** channel.	Apart from set homework pupils should use their class notebook to revisit tasks and revise using class notes and revision material regularly. Coding 12 Free Coding Games to Learn Programming for Beginners (freecodecamp.org) www.code.org Microsoft MakeCode Arcade Web Design www.w3schools.com	Each unit of study will have a short written test to assess knowledge and understanding and a practical project to assess skill development.

Subject Name: **Drama**

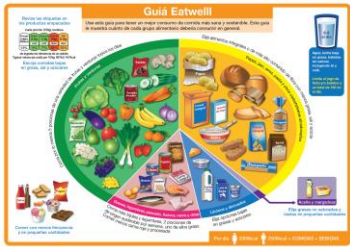| Course Information	Class Resources and Revision	Home Study	Assessment
S1/2 Drama Skills are developed in the Performing Arts through courses which are firmly rooted in third level, but are differentiated to support those working at lower levels and also offering challenge to those achieving highly in each area. Students follow a course which can be adapted easily to suit the needs of the students and can be taught sequentially or as individual, unconnected units in order to focus on the development and activities can be varied according to student needs. However, the core skills covered in each unit remain the same. There are opportunities for learners to develop skills devising and performing drama. This course focuses on the development and use of drama and production skills to present drama. This Course is practical and experiential. - CREATING – Pupils experience creating Drama using numerous forms of stimuli and working within various groups. - PRESENTING – Pupils develop their presenting skills in each unit by performing or discussing their work with the classmates or other appropriate audiences - EVALUATING - Individuals have the opportunity to respond to their experience of Drama by discussing their thoughts and opinions, both giving and accepting constructive comment on their own work and that of others - DRAMA SKILLS – Through the units of work pupils develop their skills in and knowledge and understanding of teamwork, mime, characterisation, improvisation, drama techniques, the drama process and design production areas. - CORE SKILLS – Throughout the course pupils develop their group work skills, communication abilities, creative imagination, problem-solving, presentation skills, ability to evaluate theirs and others work and general confidence.	Pupil materials are kept within their individual folders in their classrooms. These can be taken home for revision / homework tasks.	Occasional homework tasks designed to aid the practical work being created in class time.	End of unit evaluation written tasks. Teacher observation. Assessed presentations Naturally occurring evidence of learning throughout. Pupils collate evidence of learning across individual unit tasks. Third level assessment in January / February

Subject Name: **S1/S2 – English**

Course Information	Class Resources and Revision	Home Study	Assessment
Class and homework resources are always available via each class Team. Assignments are set via Teams and automatically included in pupil calendars, Assessment and feedback is given through rubrics and a brief comment, with pupils reflecting on that feedback and completing a learner's log throughout the year. Over the course of the year, S1 pupils follow a common course: personal writing; a critical essay on a short story; creative writing , group discussion and a choice of creative tasks around 'The Hero's Journey'; persuasive writing on 'Cats vs Dogs'; a presentation around 'My Dream Job'; a variety of creative and analytical tasks around Robert MacFarlane and Jackie Morris' 'The Lost Words'; and ongoing reading for understanding, analysis and evaluation throughout the year. In S2, there is more flexibility as to genres studied, although it is expected that all pupils will cover a drama text and at least one poem for analysis as well as developing their writing and talking skills. S1-2 textbooks used include Level 3-4 RUAE (Hodder Gibson), alongside class novels and literature. Reading at home is one of the most important ways a pupil can improve their skills in English. We encourage the enjoyment of reading through fortnightly visits to our school library, where pupils engage in a range of tasks to do with information literacy as well as choosing books for personal enjoyment. Of the four periods of English each week, pupils twice spend the first ten minutes of the period on personal reading, once on free writing from a sentence or visual stimulus, and once engaging in vocabulary development using the Frayer model. Please encourage your child to fit daily reading (or listening – podcasts are a brilliant resource!) into their life away from school too. Evidence suggests that regular reading is a brilliant means of aiding a pupil's development in areas such as vocabulary acquisition and grammatical understanding. Reading a physical book has even greater benefits than reading from a screen, so we encourage all pupils to read and hold an actual book rather than their ipad for reading. Recommended reads can always be obtained from the English department or from our school librarian.			S1-2 Reading for Analysis, Understanding and Evaluation throughout the year. Literacy work often includes short, regular, formative tests on skills covered in class. Assessment of writing (personal, creative, persuasive), reading (tracking of personal reading; critical essays on literature studied), listening, and talking throughout the year.

Subject Name: **S1/S2 – Geography**

Course Information	Class Resources and Revision	Home Study	Assessment
S1- Unit 1 Rivers and Map skills – August-December S1 Unit 2 Atlas Skills and development – Jan- April S1 Unit 3 Environmental Issues – May S2- Unit 1 Volcanoes and Earthquakes- August- November S2 Unit 2 Climate Regions- Dec- April S2 Unit 3 China-Land of Contrasts- April - May	Class resources and homework are shared through Teams. There is a Teams group for S1 and S2 Geography. There are weekly revision sessions that occur during 1ˢᵗ breaks on Tuesdays for pupils who wish to catch up in BGE. Print-outs of class resources are regularly available for pupils, especially pupils with difficulty writing and processing. Useful websites: BBC Geography 3D Geography Useful Textbooks: 1. Exploring People and Place- Ollie Bray. Social Studies Level 3 2. S1-S2 Geography by Kenneth Maclean and Norman Thomson Hodder Gibson SAGT 3. Key Geography Foundations by David Waugh and Tony Bushell. Stanley Thornes Publishers Ltd. 4. Active Learning CfE Third Level Geography by Rob Hands. Leckie and Leckie publishers.	Homework tasks consist of research projects, written newspaper articles, presentations and posters. Pupils are expected to take jotters home regularly and read around their topics. They are expected to regularly consult their traffic light checklist for each topic so that they can self-evaluate their own progress. Traffic light checklists can be available from teams and print-out requests. Pupils expected to regularly take part in their own learning and research around case-studies. There is plenty of numeracy and literacy in the classroom- through the use of atlases, graphs, comparing charts, comprehension reading exercises and writing / presenting geographical topics	S1 assessments are varied and not just summative. Unit 1- river and map skills test and a poster on flooding event of their choice. Unit 2- A project examining the development profile of a country of their choice or a research project comparing Nepal and Canada's development Unit 3- a set of fieldwork tasks pupils do exploring their own neighbourhood S2 Assessments are varied and include the following: Unit 1- Mini test on Earth Hazards and a Research & Report on a volcano of pupil's choice (emphasise causes and impacts) Unit 2- A demonstration of knowledge of the Tundra biome and threats it faces Unit 3- a poster on a particular focus within China whether it be rural-urban migration or Hydro- electric power. This topic will change next year

Subject Name: **S1 Health, Food and Textile Technology (HFTT)**   **See next page for S2**

Course Information	Class Resources and Revision	Home Study	Assessment
Our S1 Curriculum and units of work are designed around level 3 benchmarks from HWB and technologies documentation and progression into N5 Health and Food Technology. http://bitly.ws/85Xc http://bitly.ws/85Xp As a faculty we are embracing the vision for learning for sustainability and our lessons and assignments will focus on the sustainable goals. 	Each class has a Microsoft teams page. These are populated with channels that contain, lessons, resources, and notes. Learning outlines for the year are posted on a specific channel and there is an ask the teacher channel for any questions around assignments and classwork.	All notes and recipe boos are available on Teams to support study. Assignments will be posted as a series of Challenge tasks where we are expecting a minimum of two completed challenges per term, this provides pupils with choice and to direct their own home learning. These will be posted as an assignment on teams and are included in the learning outline. We would love to see any pictures of culinary creations shared via the foodie photograph channel.	We use a variety of assessment strategies **Formative** techniques such as questioning, observation, and peer to peer feedback are used throughout the course. **Summative** techniques are used in class assessments which can be based on practical work and knowledge and understanding. Rubrics are used to generate feedback on Challenge tasks submitted to show progress.
Unit 1 "Getting Started" The key focus of this area is to work safely and hygienically in the kitchen through the introduction and development of key skills, such as weighing & measuring, knife skills and hob management, this allows students to produce a wide variety of dishes that include fruit salads,	Workbook and lesson by lesson power points with learning intentions/success criteria. These are posted in advance so students can come prepared with an appropriate container.	Useful websites https://www.foodafactoflife.org.uk/11-14-years/ Challenge tasks will offer pupils the opportunity to prepare a simple food item, investigate food safety and	Unit 1 Feedback is generated through the assessment of **practical skills** whilst preparing and cooking a tomato pasta dish. A summative assessment on unit

crumbles, pasta, and classic omelettes. At the end of this unit students evaluate their progress and generate next steps in their learning.	Recipe Book is available on the team's page.	sources of staple sustainable, seasonal ingredients and responsible and reduction in food waste.	**knowledge and learning outcomes** will be delivered through an online form.
Unit 2 "Know your food" An introduction to current dietary advice – the Eatwell Guide and food labelling to develop confidence around making healthy food choices. Practical lessons within this unit take into consideration current dietary advice and we carry out a sensory analysis of food groups. 	Workbook and lesson by lesson power points with learning intentions/success criteria. These are posted in advance so students can come prepared with an appropriate container. Recipe Book is available on the team's page.	Useful Websites https://www.foodafactoflife.org.uk/11-14-years/healthy-eating-11-14-years Challenge tasks will offer pupils the opportunity to revise, consolidate and extend their knowledge of food labelling and nutritional knowledge.	Unit 2 Feedback is generated through the assessment of a **practical activity** and **design** of a food label. A summative assessment on unit **knowledge and learning outcomes** will be delivered through an online form
Unit 3 "Design & Make Challenge- Textile Technologies" Students learn basic sewing skills as well as using technology to manufacture an I-pad stand using recyclable materials. 	Workbook and lesson by lesson power points with learning intentions/success criteria and videos linked to technological skills. Learning for Sustainability will form a focus in a stand alone lesson as well as within challenge tasks. Links to online learning included in the presentations.	Useful websites https://youtu.be/7K4bDO8Xq9s Challenge tasks will offer the pupils the opportunity to extend their knowledge of sustainable textiles, upcycling and labelling and aftercare of clothing.	Unit 3 Pupils will test their knowledge of sewing equipment and techniques through digital platforms. **Peers** will evaluate other learners work to provide feedback on skills and quality of construction.

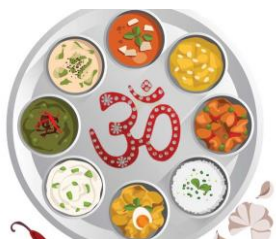Subject Name: **S2 Health, Food and Textile Technology (HFTT)**   **See previous page for S1**

Course Information	Class Resources and Revision	Home Study	Assessment

Our S2 Curriculum and topics are based around level 3 and 4 benchmarks from HWB & technologies. As well as key elements of developing the young work force and preparing students for further study within N5 Health & Food Technology and practical cookery. http://bitly.ws/85Xc http://bitly.ws/85Xp Timeline available on learning outline page in teams. DYW Developing the Young Workforce	Each class has a Microsoft teams page. These are populated with channels that contain, lessons, resources, and notes. Learning outlines for the year are posted on a specific channel and there is an ask the teacher channel for any questions around assignments and classwork.	All notes and recipe boos are available on Teams to support study. Assignments will be posted as a series of Challenge tasks where we are expecting a minimum of two completed challenges per term, this provides pupils with choice and to direct their own home learning. These will be posted as an assignment on teams and are included in the learning outline. We would love to see any pictures of culinary creations shared via the foodie photograph channel.	We use a variety of assessment strategies **Formative** techniques such as questioning, observation, and peer to peer feedback are used throughout the course. **Summative** techniques are used in class assessments which can be based on practical work and knowledge and understanding. Rubrics are used to generate feedback on Challenge tasks submitted show progress, commitment, and curiosity.
Unit 1 Contemporary Food Issues theory and practical unit that develops knowledge of a range of current contemporary food issues including: - Factory farming - Organic foods - Fairtrade - Seasonality - Food miles - Food Waste & Poverty This unit links perfectly with learning for sustainability and our lessons and assignments will focus on the global goals.	Workbook and lesson by lesson power points with learning intentions/success criteria. These are posted in advance so students can come prepared with an appropriate container to take food home in. Recipe Book is available on the team's page.	Useful Websites Where food comes from (14-16 Years) - Food A Fact Of Life https://tinyurl.com/4vhzpa5z Goal 2: Zero Hunger - The Global Goals	Feedback will be generated from several different strategies including: - **Forms Assessment** on Contemporary Food Issues. **Challenge tasks** on teams, pupils will be expected to choose and submit two of these throughout the unit. Challenges will have a balance of practical tasks, and research-based outcomes to suit learners needs. Naturally occurring feedback from practical lessons will also be considered during tracking and reporting.

Unit 2 A practical unit that focuses on developing pace, challenge, and specific practical cookery skills as well as organisational and garnishing skills. There is a Junior Chef Competition near the end of the unit where pupils prepare a favourite recipe to restaurant standards. 	Workbook and lesson by lesson power points with learning intentions/success criteria. These are posted in advance so students can come prepared with an appropriate container to take food home in. Recipe Book is available on the team's page.	Useful Websites Cooking (11-14 Years) - Food A Fact Of Life	Feedback will be generated from several different strategies including: - **Challenge tasks** on teams, pupils will be expected to choose and submit two of these throughout the unit. Challenges will have a balance of practical tasks, and research-based outcomes to suit learners needs. Junior Chef Planning materials **Peer Assessmen**t Class Heats. The final of Junior Chef takes place near the end of the school year and is Judged by industry experts
Unit 3 Foods of the World and nutrition. This unit develops basic knowledge around the functions of 5 main nutrients whilst examining the Scottish diet, diet and religion and even diet in space! Pupils research a chosen country and investigate how religion, staple foods and climate influence food choice, the project culminates with them creating a dessert or	Workbook and lesson by lesson power points with learning intentions/success criteria. These are posted in advance so students can come prepared with an appropriate container to take food home in. Recipe Book is available on the team's page.	Useful websites Search Resources Only - Food A Fact Of Life	Feedback will be generated from the **research task** and **developed food** item that represents, staple foods, cultural and religios beliefs.

baked item from their country of choice.			

Subject Name: S1/2 – **History**

Course Information	Class Resources and Revision	Home Study	Assessment
S1 Unit 1: The Romans Unit 2: Scotland's Fight for Freedom 1286 – 1314 Unit 3: A History of Objects	Class resources will be shared through Teams by individual teachers as appropriate. Class Booklets are used to support the teaching of the course. These are not given out to students.	Students are given a minimum of two assessed homework assignment per unit. Homework assignments are written on teacher boards and shared via Teams as required.	Assessed work is done via formal tests or homework assignments or group work. One week's notice is given to allow students time to prepare.
S2 The Rise of the Nazis and Life in the Nazi State The Holocaust End of World War II and Cold War/1960s USA	Class resources will be shared through Teams by individual teachers as appropriate. Class Booklets are used to support the teaching of the course. These are not given out to students.	Students are given a minimum of two assessed homework assignment per unit. Homework assignments are written on teacher boards and shared via Teams as required.	Assessed work is done via formal tests or homework assignments or individual/group presentations. One week's notice is given to allow students time to prepare.

Subject Name: S1/2 – **Maths**

Class resources are provided by teacher and on class Teams pages.

Subject Name: **Modern Languages (Mandarin)**

Course Information	Class Resources and Revision	Home Study	Assessment
Our course is based on Level 3 CFE Experiences and Outcomes. Pupils study Mandarin for three periods a week throughout S1 and S2. They then continue this language until the end of S4, with the option to add additional languages (French/German/Italian/Spanish) when they go into S3.	Pupils have a classwork jotter. This jotter is where all classwork and vocabulary is compiled. We are also increasing the availability of electronic copies as well, with a view to adding these to SharePoint, Teams etc. Textbooks: No textbooks are issued but are used in class. The main textbooks used are: - Jinbu 1 and 2	The main expectation we have is that pupils will revise key vocabulary and phrases at home on a regular basis. Little and often is key, so 10-15 minutes 3 or 4 times a week makes a huge difference to how much pupils remember. As well as resources issued in school, pupils can use online resources such as www.linguascope.com (see teacher for login details) quizlet.com which they have been encouraged to create an account for. This is a platform that allows them to revise all vocabulary covered in class.	A speaking assessment is carried out before Easter. This takes the format of a short presentation prepared by the pupil with a follow up conversation. The questions for this conversation are given to the pupils in advance. In May pupils are given three assessments, in listening, reading and grammar & vocabulary. Informal vocab assessments in class, to check that key vocabulary is being retained and to check understanding. Naturally occurring evidence of learning throughout.

Subject Name: **Modern Languages (French/German)**

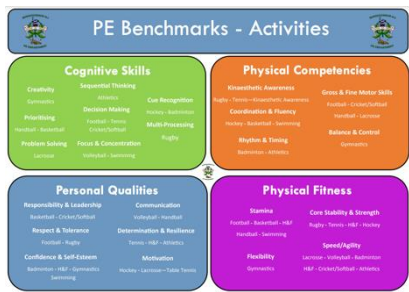| Course Information	Class Resources and Revision	Home Study	Assessment

Our course is based on Level 3 CFE Experiences and Outcomes. Pupils study an equal amount of French and German in S1 and make a choice of which language they would like to continue in S2.
 	
They then continue this language until the end of S4, with the option to add additional languages (French/German/Italian/ Mandarin/Spanish) when they go into S3.
	Pupils have a classwork jotter and a vocabulary jotter. Vocabulary will be issued in note form or as handouts and we are increasing the availability of electronic copies as well, with a view to adding these to Sharepoint, Teams etc.
	
	Texbooks: No textbooks are issued but are used in class. The main textbooks used are:
	
	    - Studio 1 and 2 (French)
	    - Echo 1 and 2 (German)
		The main expectation we have is that pupils will revise key vocabulary and phrases at home on a regular basis. Little and often is key, so 10-15 minutes 3 or 4 times a week makes a huge difference to how much pupils remember.
		
		As well as resources issued in school and through Teams, pupils can use online resources such as www.languagenut.com (see teacher for login details) and duolingo.
			End of topic assessments, usually focusing on 1 particular skill (reading, listening, speaking, writing or grammar)
			
			Informal assessments in class, such as vocabulary quizzes to check understanding.
			
			Naturally occurring evidence of learning throughout.

Subject Name: **Modern Studies**

Course Information	Class Resources and Revision	Home Study	Assessment
S1 Modern Studies • Welcome to Modern Studies • Democracy and You • Human Rights & Global Citizenship	Class resources will be shared via Teams. Units of learning are mainly structured around teacher-prepared materials and textbooks are used to support specific elements of learning	Across **S1/2** learning and teaching will commonly involve pupils both completing class work at **home** or doing a little preparation for their next lesson by looking for suitable examples of social issues using specific websites.	Brief research and presentation tasks that link to classroom learning. For example 1. Designing a simple survey and presenting the results. 2. Researching media reports re a suitable social issue producing a report using skills of interpretation and presentation. (Sept/Oct) **Democracy and You** has an active learning focus on democratic features and activities. Pupils contact their elected representatives, discuss and debate their main concerns as future voters and organise a mock election in class. **Human Rights - Essay**
S2 Modern Studies • Media and Culture • Terrorism in Society • International Issues	Class resources will be shared via Teams. Units of learning are mainly structured around teacher-prepared materials and textbooks are used to support specific elements of learning	Across **S1/2** learning and teaching will commonly involve pupils both completing class work at **home** or doing a little preparation for their next lesson by looking for suitable examples of social issues using specific websites.	**Media & Culture** unit assessment focuses on research, selection and assessment of media issues, plus presenting their work in optional formats The **Terrorism** unit has one written assessment **International Issues** assessment is mainly focused on active, group tasks, role play, debate and discussion.

Subject Name: **Music**

Course Information	Class Resources and Revision	Home Study	Assessment
- PRACTICAL - Using Keyboard/Ukulele/Tuned Percussion/Guitar in class lessons, touching also on bass guitar and drumkit. Pupils move on to personalisation and choice from this basis and can include their own instrument they have lessons on and voice. - COMPOSITION and WRITING - Using Literacy books for each year. Pupils may use their own materials if working towards outside exams in theory. - LISTENING – Developing knowledge of musical concepts within the context of musical styles: Vocal/Christmas/Orchestra/Film /Scottish/World/Musicals/Rock and Pop - PERSONAL PRESENTATION – An opportunity for personalisation and choice within the context of a project/presentation on a musical topic of interest to the individual pupil.	All materials are accessible to pupils on Teams.	Accessing resources on Teams	Naturally occurring evidence of learning throughout. Pupils collate evidence of learning in their class notebooks

Subject Name: **Physical Education**

Course Information	Home Study	Assessment	Course Information
Pupils from S1-2 will participate in a range of team and individual activities. The learning in each activity is to improve pupils' *Cognitive Skills*, *Physical Competencies*, *Personal Qualities* and *Physical Fitness.* Learning in Physical Education has a focus on Health and Wellbeing with our lessons aiming to support and improve physical, mental, emotional, and social wellbeing. Although all lessons are taught predominantly through physical activity, the links between the skills gained, other subjects and other aspects of life are regularly highlighted. Physical Education takes place both onsite and offsite at Boroughmuir high School. Pupils will learn in the Sports Hall, Gym Hall, Fitness Suite and the MUGA, as well as offsite facilities such as Meggetland, The Crags Sport Centre and Craiglockhart Tennis Centre.	We actively encourage our pupils to take part one hour of physical activity per day. Pupils can access free online fitness classes through **Boroughmuir TV** using the following link: https://sway.office.com/buei8ENRPGsiiZj3?ref=Link&loc=play Boroughmuir High School also offer an extensive extra-curricular sports programme which all pupils are encouraged to join. Being part of our clubs are a great opportunity to get more active, meet new friends and further develop skills in a chosen sport. Pupils who are considering taking National 4/5 Physical Education in S3/4 are encouraged to take part in regular sports with a local or extra-curricular club. This will support preparation for the 'Performance Assessment' section of the course which contributes to 50% of the overall award.	There will be no summative assessment in Physical Education. However, there will be regular formative assessment through activities such as class discussions, group work, quizzes, and reflections with class/classmates. Pupils will also be given the opportunity to assess themselves against the Physical Education Benchmarks. More information on the Physical Education Benchmarks can be found using the link below. https://education.gov.scot/nih/Documents/HWBPhysicalEducationBenchmarksPDF.pdf	Pupils from S1-2 will participate in a range of team and individual activities. The learning in each activity is to improve pupils' *Cognitive Skills*, *Physical Competencies*, *Personal Qualities* and *Physical Fitness.* Learning in Physical Education has a focus on Health and Wellbeing with our lessons aiming to support and improve physical, mental, emotional, and social wellbeing. Although all lessons are taught predominantly through physical activity, the links between the skills gained, other subjects and other aspects of life are regularly highlighted. Physical Education takes place both onsite and offsite at Boroughmuir high School. Pupils will learn in the Sports Hall, Gym Hall, Fitness Suite and the MUGA, as well as offsite facilities such as Meggetland, The Crags Sport Centre and Craiglockhart Tennis Centre.

Subject Name: **Religious, Moral and Philosophical Studies (RMPS)**

Course Information	Class Resources and Revision	Home Study	Assessment
S1 RMPS • Introduction to Belief • Beliefs in Action • Overview of Two World Religions • Festivals of Light • Creation Myths • Intro. To Morality • Animal Rights S2 RMPS • Big Questions (e.g. Existence of God, What is Reality?) • Inspiring Purpose (Character Development) • Human Rights • Life After Death	All classes have a OneNote class notebook. This can be accessed via Office365. http://office365.edin.org or going to the Boroughmuir web site and clicking on Office365 in the Useful Links section of the home page. All teaching and learning materials can be found in the class notebook. This includes, course notes, revision notes and written tasks. Each class also has a Microsoft Team. There is an 'Ask' channel which allows pupils to communicate with their teacher. Homework tasks and assessment deadlines will be shared via teams. S1 pupils have been asked to take on the 'RMPS Superstar Challenge'. They should complete at least one task each term. Outstanding work is recognised with rewards!	As well as set homework tasks pupils are expected to revisit tasks and revise using the class notes and revision material on a regular basis.	Assessments are varied and not just summative. 1.An investigation and presentation on someone who has made a positive difference to the world. 2.A short quiz on the World Religions covered. 3. A creative task where pupils design their own 'Scottish creation myth'/ Researching myths from other cultures 4.An animal rights presentation on a topic of interest. Examples include animal experiments, zoos, animals for food. S2 1.A "Big Questions" project on a topic of this choice. 2.Completion of the Inspiring Purpose booklet. 3.A short written assessment on life after death.

Subject Name: **Science**

Course Information	Class Resources and Revision	Home Study	Assessment
Topic outlines and key learning benchmarks documents for Parents and Carers are found here: S1 S2 The topics are designed around Level 3 CFE Experiences and Outcomes (E&Os)	Course notes booklets issued to pupils in class for most topics for them to keep. Other class material is found in jotters. Copies can be found on pupil Teams pages and OneNote. Textbooks: No textbooks are issued but are used in class. The main textbooks used is: Leckie and Leckie S1 to National 4 Student Books - Biology, Chemistry and Physics A revision guide is available to purchase from Brighred – Level 3 Science Learning outcomes issued to pupils for all topics. Websites: BBC Bitesize Level 3 Topic Benchmarks S1 S2	Problem Solving homework is uploaded to OneNote. Topic based tasks	Written End of Topic assessments. Naturally occurring evidence of learning throughout. S1 Exam (March) S2 Exam (January)