

## Dear Parent or Carer

### S1 Progress Report Information – May 2025



A copy of your child's Progress Report containing teacher comments will be provided via Pupil Tracking <https://cec-boroughmuir.pupiltracking.com/>

Each subject has provided a curriculum update and this is found in the final part of this document. This gives an overview of the main learning topics, outcomes and themes.

Further information out S1-3 tracking can be found on the report cover sheet but also here <https://boroughmuirhighschool.org/wp-content/uploads/2024/12/BHS-Pupil-Tracking-Information-website-update.pdf>

Further home learning subject resources is found within this school document, please click [here](#).

## **S1 Curriculum Subject Updates**

### **Art and Design**

In S1 we begin with the expressive painting project 'Face of Boroughmuir' where we explore painting techniques and colour as well as looking at selected artists – Picasso, van Gogh and Klimt - to produce an A3 portrait. In design we study Art Nouveau and either make a monograph tile out of clay, or shrink plastic jewellery inspired by Art Nouveau. We also complete a literacy task taking the role of an 'art critic' to review the senior art exhibition, and learn how to use tone to make an observational drawing of an apple or school tie, culminating in the S1 drawing test. Please note that not all classes will have completed all these units by the time of reporting!

### **Business Education**

In S1 pupils work in the Business Education department developing their knowledge and understanding of Business outcomes and digital literacy focusing on use on OneNote, Teams, OneDrive and ongoing use of various software applications. The first unit of work is Business Admin focussing on use of digital literacy skills with word processing and spreadsheets. The next unit is Business Enterprise. This covers the basics of business concepts Needs & Wants, Goods & Services, Entrepreneurs, Branding and New Product Development and involves them planning their own business idea. This is followed by a unit on Business Ethics looking at how and why Businesses can be ethical and the impact this has.

### **Computing Science**

During S1 Computing Science, pupils complete units of work covering Digital Literacy, Digital Media, Computational Thinking, Data Science, and App Development. The Digital Literacy unit equips students with essential skills using Office365 to support learning, collaboration, and communication across the school curriculum. In the Digital Media component, students explore creating and editing various digital content formats. The Computational Thinking unit introduces students to fundamental problem-solving approaches used in computing, including participation in the Bebras challenge, which tests logical thinking and algorithmic skills through engaging puzzles. Students also develop their understanding of Data Science, learning how to collect, analyse, and visualize data to extract meaningful insights. In the App Development unit, students engage with prototyping techniques, allowing them to rapidly develop and test their ideas. The unit culminates in a collaborative group project where students create applications focused on positive social impact. This project-based approach encourages students to address real-world challenges while developing teamwork and communication abilities. Throughout these units, pupils build a strong foundation in computing skills essential for today's digital world."

### **Craft and Design (Craft, Design & Engineering)**

The S1 Broad General Education course introduces elements from, and prepares pupils for, the core subjects that they can go on to study in CDE – Graphic Communication, Design & Manufacture, Engineering Science and Practical woodwork. This project-based approach for the BGE is essential as it provides the pupils with the skills and approaches necessary for success. Pupils have already undertaken the spatula and acrylic key fob projects where they have been introduced to design briefs, specifications, idea generation techniques and graphic sketching techniques. We emphasise the importance of the environment and sustainability in these projects. Currently, some of our classes are working on a Pringles DTP project which challenges them to combine both their design skills and knowledge to create a unique, creative design solution to the given brief. Other classes are working on a practical woodworking project manufacturing a bird feeder. As we progress into S2, pupils will further develop their knowledge, skills and experiences laying the foundations for further study in S3 and beyond.

### **Drama**

The S1 Drama course is designed to offer pupils the opportunity to create, present and evaluate Drama. Through the tasks set across the year we give pupils experience of working as part of a team to achieve a goal. This develops communication skills, critical thinking skills, evaluative skills, negotiation skills and interpersonal and extrapersonal skills. Pupils access their

creativity to produce work which is expressive and designed for live performance. They will present work to an audience numerous times across the year which helps to build and develop confidence, helping to tackle any apprehension young people may have with presenting work. Pupils have developed Drama from various stimuli and have contributed to devising, rehearsing and presenting drama and scripts. They have created and worked to develop and sustain character through the use of voice movement and language. Pupils have had the opportunity to give and accept constructive comment on their own and others' work.

### **English**

In S1 English, pupils follow a course outline that develops the four core skills of reading, writing, talking and listening. This year, pupils have worked on reflective writing skills in an autobiographical writing unit; they have studied Ray Bradbury's short story 'The Veldt' to develop their understanding of how to write a critical essay; they have learned about the 'hero's journey' storytelling genre, writing their own version of this story and taking part in group discussions. All classes have also been working hard on developing their skills in RUAE (Reading for Understanding, Analysis, and Evaluation) and have undertaken a number of practice papers as well as summative assessments. Classes are currently working on, or have recently finished, a unit on persuasive language skills, culminating in a piece of writing on whether cats or dogs make better pets. Personal reading is also an important part of the BGE English course, and we expect all pupils to read regularly at home and to keep their personal reading log up to date.

### **Geography**

The first-year geography report is based on a combination of small tests, homework, class performance and general overall attitude. This should help give a general idea about how each pupil is progressing in this subject.

The S1 Geography course consists of three units. The first unit covers 'Rivers and Map Skills' which develops their understanding of local physical landscapes and environmental risk- for example flooding. The second unit covers 'Development & Atlas Skills' which allows pupils to dispel stereotypes about other regions and understand how we can reduce the development gap by being a global citizen. They are currently working on the final unit 'Environmental Interactions' which allows the pupils to study local and international issues involving sustainability using the Sustainable Development Goals. Skills for further study of Geography are embedded in this Unit as S1s are introduced to field research methods.

### **Health, Food and Textile Technology (HFTT)**

We have an innovative and dynamic curriculum in HFT that offers breadth, depth, and challenge as well as a platform to develop technological, practical, and creative skills, learning for sustainability, digital literacy, and the capacities of CfE lie at the heart of our curriculum design. Assessment in S1 is based on summative and formative outcomes as well as three assignments associated with each of these units of work.

Unit 1 'Getting started' – the focus in this unit is to work safely and hygienically in the kitchen through the introduction and development of key practical and organisational skills. This has allowed learners to produce a wide variety of dishes and gain confidence in the kitchen as well as the ability to work in a team.

Unit 2 'Know your foods' – learners develop an awareness of The Eatwell guide and food labelling to inform them to make healthy choices. Practical lessons within this unit highlight each section in The Eatwell guide and learners participate in a sensory evaluation of a range of foods to make connections to dietary advice.

Unit 3 Textiles and technological skills – Learners manufacture an iPad stand using sustainable fabrics and recycled stuffing. A wide range of transferrable skills including pinning, tacking, how to use a sewing machine, sew and trim seams, sew a button, iron, are taught as well as essential skills around the self-evaluation of their completed item.

### **History**

In S1 History Pupils study the Romans, the Scottish Wars of Independence and a mini topic that looks at witchcraft in 16<sup>th</sup> century Scotland. The aim in first year is to encourage pupils to build their knowledge but also to work on their research and analytical skills. We aim to encourage pupils to engage in whole class discussion and group work but also to work individually and display their knowledge through a variety of mediums such as posters, presentations and short extended pieces of writing.

### **Mandarin**

The S1 course develops pupils' ability to communicate in Mandarin in all four language areas. By the end of the year pupils are expected to be able to express basic information, ideas and opinions with confidence. Through S1 pupils also gain a broad understanding of how the Chinese language works, from the tonal aspect of the language to the differences between the roman alphabet and China's character-based writing system. In addition, we aim to increase pupils' awareness of what life is like in China and other Mandarin speaking countries

### **Mathematics**

In our S1 Maths course we have studied 10 topics since August and completed two tests. In Algebra we have evaluated and simplified algebraic expressions and solved equations.

In Geometry we have studied angles, area and perimeter of 2D shapes and volume of 3D shapes.

In Numeracy we have covered decimals, fractions and percentages, multiples, factors and primes and calculations with integers.

### **Modern Languages (French or German)**

The S1 course develops pupils' reading, listening, speaking and writing skills to improve their ability to communicate in French and German, to express simple ideas and opinions, to increase their understanding of how the languages work and to build their confidence. In addition, we aim to increase pupils' awareness of what life is like in French and German speaking countries. This report focuses on German, as reporting and the parents' evening in the first half of the year focused on French. So far, we have completed reading, listening and grammar assessments, with speaking and writing assessment still to come.

### **Modern Studies**

The S1 Modern Studies course consists of three units. The first unit was an overview of the subject and pupils developed their knowledge and understanding of Modern Studies issues at local, national and international level. The second unit – 'Democracy and You' – pupils learnt about the rights and responsibilities citizens have in a Democracy compared to a Dictatorship. The final unit – 'Human Rights & Global Citizenship' - develops in pupils an understanding of human rights issues around the world through a variety of case studies.

### **Music**

S1 Music covers the understanding and recognition of musical concepts through learning practical, listening and composition skills. These components of the curriculum are embedded into our unit topics which include, Instruments of the Orchestra, Scottish Music, Musicals and Vocal Music. Pupils are given the opportunity to perform on a variety of instruments including keyboard, xylophone, drum-kit, guitar, bass guitar and ukulele. Once pupils have experienced a range of instruments, they will make a choice of two instruments to continue with in their further study of music. As well as music performance, pupils complete a Music Technology unit, where they complete a podcast. This allows them to have an understanding of microphones, recording techniques and an insight into the course. The focus is to build an enjoyment of a diverse range of music, composers and styles and build confidence through individual and collaborative tasks.

### **Personal and Social Education (PSE)**

S1 pupils meet with their Guidance/PSE teacher for one period each week; the aim is not only to enable S1 pupils to settle in high school but also to build positive relationships and contribute to the community life of the school through the House system. The PSE programme encourages the development of a positive self image making full use of discussion and active learning techniques. The main purpose is to develop skills for learning, skills for life and skills for work through a range of topics which include:

Mental, Emotional, Social and Physical Wellbeing; The Impact of Substance Misuse; Relationships, Sexual Health and Parenting; Planning for Choices and Changes

Throughout the programme, emphasis is placed on building relationships to enable all S1 pupils to develop in confidence and achieve their potential. Support is provided to help pupils to review their progress and set targets. They will also be introduced to [www.myworldofwork.co.uk](http://www.myworldofwork.co.uk), a useful careers planning website.

### **Physical Education (PE)**

Our S1 pupils have had opportunities to take part in a variety of activities throughout the 2021-22 session. Our primary focus is to get all pupils taking part in physical activity for, at least, 2 hours per week. In addition to this, Physical Education encourages pupils to develop a range of skills that are transferrable across activities, school subjects and the wider life.

Throughout S1 and S2, we aim to develop the following skills during our sessions:

Cognitive Skills: Decision Making, Prioritising, Problem Solving, Cue Recognition, Focus & Concentration, Creativity, Sequential Thinking.

Physical Competencies: Kinaesthetic Awareness, Balance & Control, Rhythm & Timing, Coordination & Fluency, Gross and Fine Motor Skills.

Personal Qualities: Responsibility & Leadership, Motivation, Confidence & Self Esteem, Respect and Tolerance, Determination and Resilience.

Physical Fitness: Stamina, Flexibility, Speed, Core Stability & Strength.

All S1 pupils are encouraged to continue their development in Physical Education through our Extra Curricular sports clubs.

### **Religious, Moral and Philosophical Studies (RMPS)**

In RMPS we take a skills-based approach to the subject, focusing on the impact that the topics have on the world around us. At the beginning of S1 we studied "what is belief?", looking at where beliefs come from, we then explored the lives of others who put their beliefs into action, showing the impact that beliefs have. Our next topic was world religions where classes chose which religions they wanted to study. We then investigated festivals of light in December, looking at festivals from around the world via different faiths. In the new year we introduced the topic of origins, exploring questions about our universe via creation stories. This year, we also conducted an interdisciplinary learning project with the library giving

learners the opportunity to focus on the mythical creature Unicorn in their Scottish creation story. Currently, S1's are working on a morality topic, exploring the rights of animals.

### **Science**

Through learning in the sciences, pupils develop their interest in, and understanding of, the living, material, and physical world. They engage in a range of collaborative investigative tasks, which allows them to develop their skills and knowledge. This includes key practical skills through experimental work within the laboratory as well as a focus on problem solving ability.

They have completed a range of topics which allow them to experience each of the three Sciences. Topics covered in S1 include Introducing Science; Body Systems; Energy, Fuels and Heat; Substances and Matter; Cells and Inheritance; Space and Forces; Elements and the Periodic Table

A variety of assessment approaches are used which aim to give pupils an opportunity to demonstrate their learning whilst also preparing them for the expectations of the senior phase. In the latter part of the year classes will have the opportunity to develop their research and presentation skills with a project focusing on Scottish and other notable scientists.