



# **Braidhurst High School**

## **S3 Personalisation**

**Session 2019 – 2020**

**Vision - 'Raising Aspiration, Supporting Achievement'**

**Values - Integrity – Empathy – Respect - Trust - Courage**

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## ENGLISH – CfE

### **Aims of course**

Our aim is to ensure that all learners develop the knowledge, skills and attributes they will need for life, learning and work, now and in the future. The BGE English course provides learners with opportunities to explore major literary works, whilst also equipping them with practical literacy skills essential for success in the senior phase and beyond.

### **Teaching and Learning Content**

Learners will explore a variety of topics, texts and media that will promote an appreciation of language and literature. Across the BGE pupils are taught to write in a variety of genres, such as persuasive and reflective. They also engage with a range of fiction and non-fiction texts, including poetry, drama, novels and film.

### **Learning across the Curriculum**

Throughout the course, learners have opportunities to explore links to other curricular areas. Through literary studies, they will encounter a number of Health and Wellbeing issues. Learners also make frequent use of ICT skills and resources to research and investigate essay topics, create media texts, or create PowerPoints for presentation purposes. Many of our texts and units of work also introduce learners to major social, historical or political events, complementing the topics covered in Social Subjects.

### **Assessment**

Learners are assessed formally and informally in a number of ways. Their reading, writing, talking and listening skills are primarily assessed via the completion of a portfolio of work. Our learners begin this portfolio in S1 and add to it until the end of S3, allowing learners, teachers and parents to see evidence of progression throughout the BGE. Our assessment labels and records require pupils to identify their own key strengths and areas for development, based on detailed teacher feedback, providing opportunities for self-evaluation and reflection.

### **Out of Hours Learning**

Learners will sometimes be asked to extend class-based learning at home. Homework is compulsory, and crucial in enabling learners to build upon skills and knowledge delivered in class. In English, typical homework tasks include grammar work, close reading, researching a topic or planning for a major piece of writing. We encourage all learners to read for 15 minutes per night to increase confidence and ability.

### **Progression into Senior Phase**

Pupils working at fourth level – progression into National 5  
Pupils working at third level – progression into National 4  
Pupils working at first or second level – progression into National 3

## MATHEMATICS – CfE

### Aim(s) of course

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

S3 pupils will build upon their learning from S1 and S2. They will continue to learn new skills as well as reinforcing their previous learning through challenging practice which includes applying their knowledge across the curriculum and in real life contexts.

### Learning and Teaching Content

Some S3 pupils will continue to be exposed to the third level experiences but with a greater capacity to apply and use their skills in a wider context.

Pupils who have consistently demonstrated that they are secure in their learning with third level outcomes will progress to the more challenging experiences of fourth level Mathematics and similarly, pupils who are already experiencing fourth level experiences will be exposed to National 5 coursework as and when appropriate.

### Interdisciplinary Learning

Interdisciplinary learning is being developed to include themes and topics from other curricular areas and the real world where the links are natural and can enhance and make the learning more relevant. For example, using science data or population data when performing probability calculations can help pupils gain a better understanding by relating it to the real world.

### Assessment

Assessment is continuous in S3 and uses a broad range of approaches to match the nature of the learning being encountered. There are check-points in the form of formal homework exercises and Block Assessments. Use of SQA Unit Assessments may be used - if appropriate - near the end of S3.

### Homework

As a subject, mathematics has a high tariff in terms of homework. This means that it will be frequent and used to re-enforce the teaching and learning that has taken place. As already mentioned, a formal homework exercise may be issued at the end of a topic(s) which will be graded by the teacher. Other homework will be issued on a needs basis and will be at the discretion of the class teacher.

### Progression into Senior Phase

Progression will be decided on an individual basis but as a **rough** guide, by the end of S3, pupils who are working on:

- 3<sup>rd</sup> Level Core – Progress onto National 3 Lifeskills Mathematics.
- 3<sup>rd</sup> Level Upper/4<sup>th</sup> Level Core – Progress onto National 4 Mathematics.
- 4<sup>th</sup> Level Upper and beyond – Progress onto National 5 Mathematics.

## FRENCH AND GERMAN – CfE

### **Aim(s) of course**

The aims are to further develop the skills of listening and talking, reading and writing in order to understand and communicate in the foreign language in an increasing variety of ways and contexts.

### **Learning and Teaching Content**

Pupils cover a wide range of topics, such as Friends and Family, Healthy Living, Leisure activities, and New Technologies. There are cultural studies, including viewing foreign films and reading magazines, as well as language work. Pupils are encouraged to develop their communication, interpersonal and literary skills through participation in a range of classroom activities. They work with the foreign language assistant in small groups to develop their talking skills and to find out more about life in France and Germany.

### **Interdisciplinary Learning**

Throughout the course, there are opportunities for pupils to develop and use their literacy and numeracy skills as they carry out language tasks. They use ipads and visit the IT department on a regular basis to access French and German websites for information on specific topics, as well as to play language games. They produce PowerPoint presentations and brochures in the foreign language. There are cultural studies of countries where French and German are spoken and pupils engage in interdisciplinary events in liaison with the English, History, PE and the Home Economics departments.

### **Assessment**

Assessment takes place as part of normal classroom practice. The teacher may listen to pupils practising a speaking task in pairs and groups and pupils may be asked to write a short paragraph eg. on what they do in their free time. There is some formal assessment which relates to the topic being studied and focuses on the language skills of listening and talking, reading and writing.

### **Homework**

Pupils are required to learn new vocabulary, as it is an essential part of language learning and will improve pupils' language skills. Homework booklets are used for each topic and tasks relating to the topic being studied in class are completed on a regular basis. Preparation for assessments and research for assignments may also form part of the pupils' homework in Modern Languages.

### **Progression to the Senior Phase**

On completion of the S3 course, pupils can progress to National 4, National 5 and Higher study in subsequent years.

## MODERN LANGUAGES FOR LIFE AND WORK – CfE

### **Aims of the Course**

The main purpose of this award is to study French and / or German in practical and relevant contexts for life and work, and to develop and demonstrate skills which will help pupils find a job at home or abroad.

### **Learning and Teaching Content**

The units are Building Own Employability Skills, Modern Languages for Work Purposes and Modern Languages for Life.

Pupils study a range of topics, such as Where You Live, Travel in France or Germany, Leisure activities, and Food and Drink. Pupils find out about French or German culture through films and magazines. Pupils develop their communication and personal skills through a variety of classroom activities. They work closely with the foreign language assistant in small groups to develop their talking skills and to find out more about life in France or Germany.

### **Interdisciplinary Learning**

Throughout the course, there are opportunities for pupils to develop and use their literacy and numeracy skills as they carry out language tasks. They use ipads and visit the IT department to access French and German websites for information on specific topics, as well as to play language games. They produce PowerPoint presentations and brochures in the foreign language. There are cultural studies of countries where French and German are spoken and pupils engage in interdisciplinary events in liaison with the Home Economics and other departments in the school.

### **Assessment**

Assessment takes place as part of normal classroom practice and will relate to the topic being studied. It will focus on the skills of listening, reading, and talking. There is no formal exam for this course, informal assessments can be carried out whenever pupils feel they are ready.

### **Homework**

Pupils are encouraged to learn new vocabulary as it will improve their language skills. Preparation for internal assessments and research for assignments may also form part of a pupil's homework in the Modern Languages for Life and Work course. Pupils can also access French language sites to play a variety of French and German games and other activities at home. There are language links on Glow and the department website.

### **Progression to the Senior Phase**

On completion of the S3 course, pupils can progress to SCQF 4, National 3 and National 4 in subsequent years.

## MEDIA– CfE

### Aims of course

The S3 Media course introduces learners to a range of key concepts in the study of Media. It aims to provide learners with opportunities to analyse, evaluate and produce Media texts, equipping them with a sound understanding of the Media's role in today's increasingly technologized society.

### Teaching and Learning Content

Learners are introduced to the key concepts that form the foundation of Media Studies: narrative, language, audience, categories, representation and institution. They learn about these concepts through the detailed analysis of media content, such as film, TV, adverts and social media. Having explored and analysed these concepts, learners are also required to plan, produce and evaluate their own media content.

### Learning across the Curriculum

Media boasts clear links to a variety of other subjects. Study of the subject will enhance the textual analysis and evaluation skills taught in English. Pupils who enjoy expressive and subjects such as Art will appreciate the opportunities to be creative that Media offers. Working with desktop publishing packages and filming / editing equipment will also complement assignments covered in Computing and Technical studies. As pupils explore the roles, regulations and responsibilities of the media within society, they will find themselves establishing links with Social Subjects too.

### Assessment

The Media course assesses two main skills, mirroring those covered in Nationals and beyond:

- Analysing and Evaluating Media Content
- Creating and Producing Media Content

Pupils will compile a Portfolio of their best work throughout the year, which will provide evidence of how much they have learned, as well as the quality of their work. This will be used to decide which level they should progress into in S4.

### Out of Hours Learning

Occasionally, pupils will be required to produce or complete work at home. Typical Media homework may involve finding examples of Media content to analyse (such as a magazine or print advert), or answering questions on a film being studied in class. To become more confident in the study of Media, it is recommended that learners watch quality film and television content on a weekly basis, ideally similar to that explored in class.

### Progression into Senior Phase

Pupils working at fourth level – progression into National 5  
Pupils working at third level – progression into National 4  
Pupils working at first or second level – progression into National 3

## **GEOGRAPHY – CfE**

### **Aim(s) of course**

Geography is the study of people and places. The S3 geography course opens up the world to our pupils and allows them to see the impact we have on Earth. Local and global issues of topical concern are covered. Geography gives pupils the opportunity to develop a variety of skills which will help them in many ways both in school and in the wider world beyond. Describing places and explaining links aids their literacy. Handling figures and processing data helps their numeracy. Drawing maps and interpreting them develops their visual and artistic skills.

The course is split up into 3 main areas. Physical Environments focuses on landscape and scenery and how people use these areas. Human Environments looks at topics such as population, cities and food through comparisons between developed and developing areas of the world.

Global issues considers the impacts of the environment and human actions on societies around the world. This covers natural disasters.

### **Learning and Teaching Content**

The type of learning and teaching within Geography uses a range of skills vital to life within school and beyond. The main skills pupils will develop are:

- observing, describing and recording
- comparing and contrasting to draw valid conclusions
- development of curiosity and problem solving skills and capacity to take initiatives
- interacting with others and developing an awareness of self and others
- planning and reviewing investigation strategies
- developing the capacity for critical thinking through accessing, analysing and using information from a wide variety of sources
- discussion and informed debate
- developing and using map skills in a variety of contexts
- developing and applying skills in interpreting and displaying graphical representation of information
- presentation skills – oral, written, multimedia

### **Interdisciplinary Learning**

Pupils will develop a number of transferable skills including both literacy and numeracy.

### **Assessment**

We will be assessing Knowledge and Understanding and Skills across all topics. Pupils will be assessed in a variety of ways including presentation skills, classroom debates, creating models of field work, map skills and written answers.

### **Homework**

Homework will be given regularly, usually this will take the form of questions based on class work, revision for activities or assessment in class and preparatory exam style questions.

### **Progression into Senior Phase**

Pupils will be able to study National 3, 4 or 5 in S4 and then Higher or National 5 Geography in S5/6 depending on their results.

## HISTORY – CfE

### Aim(s) of course

The History course contributes to pupils' understanding of the society in which they live and work by helping them to develop a map of the past and an appreciation of the factors which have shaped the world today. The purpose of History is to open up the world of the past for pupils. History provides pupils with an insight into their own lives and of the society and the wider world in which they live. By examining the past, pupils can better understand their own communities, their country and the wider world. Through an understanding of the concept of continuity, they can better appreciate change and its significance, both in their own times and in the past.

The course in S3 History focuses on Scottish History. This will involve the study of the First World War. Pupils will look at the causes of World War 1 and what happened during the war on the Western Front. The focus is on Scotland and its contribution during World War 1 at both home and on the Western Front. The unit also looks at the impact of the war on Scotland after World War 1.

### Learning and Teaching Content

Learning and teaching within History uses a range of skills useful within school and beyond. The main skills pupils will develop are:

- observing, describing and recording
- investigating historical events and on the basis of evidence, forming views
- explaining historical events, and drawing reasoned conclusions
- development of curiosity and problem solving skills and capacity to take initiatives
- interacting with others and developing an awareness of self and others
- developing the capacity for critical thinking through accessing, analysing and using information from a wide variety of sources
- discussion and informed debate
- examining sources and concluding on their reliability
- presentation skills – oral, written, multimedia

### Interdisciplinary Learning

Pupils will develop a number of transferable skills including both literacy and numeracy.

### Assessment

We will be assessing both Knowledge and Understanding and Skills across the topic. Pupils will be assessed in a variety of ways. The skills taught will prepare pupils for National 4 / 5.

### Homework

Homework will be given regularly, usually this will take the form of questions based on class work, revision for activities or assessment in class and preparatory exam style questions.

### Progression into Senior Phase

Pupils will be able to study National 3, 4 or 5 in S4 and then Higher or National 5 History in S5/6 depending on their results.

## MODERN STUDIES – CfE

### Aims of course

The purpose of the CfE course is to encourage pupils to develop informed attitudes; an open mind and respect for the values, beliefs and cultures of others; openness to new thinking and ideas and a sense of responsibility and global citizenship.

Pupils will develop a greater understanding of the contemporary world and their place in it. They will increase knowledge and understanding of contemporary political and social issues in local, Scottish, United Kingdom and international contexts.

S3 Modern Studies focuses on the Social Issue topic - Crime and the Law. As part of this unit pupils consider the main types and causes of crime in the UK. The impact of crime on the local community and wider country is then considered. The role and powers of the police, the courts and their sentencing powers, the role of Prisons and community alternatives to tackle crime such as electronic tagging are all studied.

### Learning and Teaching Content

Learning and teaching within Modern Studies develops a range of skills vital to life within school and beyond:

- literacy skills through the reading of a variety of texts
- information handling – pupils will encounter a wide range of numerical and graphical information
- citizenship will be developed as pupils will study their rights and responsibilities
- understanding of contemporary topics facing society
- analytical and evaluation skills when looking at different sources of information
- research skills
- interacting with others and developing an awareness of self and others
- presentation skills – oral, written, multimedia
- discussion and informed debate

### Interdisciplinary Learning

Pupils will develop a number of transferable skills including both literacy and numeracy.

### Assessment

We will be assessing both Knowledge and Understanding and Skills across topics. These will be assessed in a variety of ways, including mock election presentations and a class debate on the causes of crime. The skills taught will prepare pupils for National 4 / 5..

### Homework

Homework will be given regularly, usually this will take the form of questions based on class work, revision for activities or assessment in class and preparatory exam style questions.

### Progression into Senior Phase

Pupils will be able to study National 3, 4 or 5 in S4 and then Higher or National 5 Modern Studies in S5/6 depending on their results.

## ACHIEVE AWARD – CfE



### What's involved?

Our Achieve programme is delivered as clubs in your school or centre. As part of the programme, you will explore the following:

- **Personal and social development:** By working in small groups, you'll be able to meet new people and make new friends
- **Life skills:** Through fun and interactive sessions, you'll learn how to manage money, be healthy and stay safe
- **Active citizenship:** You'll work as part of a team to make a difference to your local community
- **Enterprise project:** This is a Dragons' Den style challenge. Ready to put your entrepreneurial skills to the test?
- **Preparation for work:** Create a tip-top CV, practice for future interviews and explore your skills and talents

**To gain the full qualification pupils who select this subject will be required to choose this as one of their seven subjects in S4.**

## BIOLOGY – CfE

### **Aims of course**

In third year a variety of experiences and outcomes will be covered including some at level 3 and the more difficult concepts at level 4. In addition work will be done to prepare the learners for the progression in to the National qualifications. This CfE experience will give them the opportunity to use their Scientific Skills of Inquiry to develop a deeper Knowledge and Understanding of Biology and how it impacts society. The course is designed to arouse and maintain the interest of pupils through the study of the application of Biology in everyday, real-life situations.

### **Inquiry and Investigative Skills Developed During S3 CfE Biology**

- 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.
- develop skills in scientific literacy and numeracy.
- apply safety measures and take necessary actions to control risk and hazards.
- express opinions and make decisions on environmental and economic issues.
- develop an understanding biology, health and wellbeing issues.

### **Knowledge and Understanding Developed During S3 CfE Biology**

- develop curiosity and understanding of biology in the environment.
- demonstrate a secure knowledge and understanding of the big ideas in biology.
- recognise the impact biology makes on life, the environment and society.
- recognise the role of creativity in biology.
- establish the foundation for progression with learning in biology to National Awards of CfE.

### **Learning and Teaching Content**

The Course covers major areas of biology ranging from cellular to whole organisms and up to ecosystems.

Many areas of Biology will be covered in third year and beyond and pupils will develop skills of scientific inquiry, investigation and analytical thinking, along with knowledge and understanding in the context of the three main units: **cell biology**; **multicellular organisms** and **life on earth**.

Learners will also research issues of topical interest to society, such as diabetes and stem cell research.

The key areas covered in **cell biology** are: cell division and its role in growth and repair, DNA, genes and chromosomes, therapeutic use of cells, properties of enzymes and use in industries, properties of microorganisms and use in industries, photosynthesis — limiting factors, factors affecting respiration, and controversial biological procedures.

The key areas covered in **multicellular organisms** are: sexual and asexual reproduction and their importance for survival of species, propagating and growing plants, commercial use of plants, genetic information, growth and development of different organisms, and biological actions in response to internal and external changes to maintain stable body conditions.

The key areas covered in **life on earth** are: how animal and plants species depend on each other; impact of population growth and natural hazards on biodiversity; nitrogen cycle, fertiliser design and environmental impact of fertilisers; adaptations for survival and learned behaviour in response to stimuli linked to species survival.

### **Interdisciplinary Learning**

The S3 biology curriculum includes opportunity for scientific learning so that young people can make connections between different aspects of study. Experiences and outcomes from within biology and across science, numeracy, literacy health and wellbeing provides our learners with challenging and enjoyable learning experiences that develop different perspectives and deepens understanding to help promote the importance of biology in our society.

### **Assessment**

Will be internally assessed within the school.

Learners will be expected to:

- Pass end of unit test.
- Successfully complete research projects.
- Use self evaluation to rate and assess their progress in active learning, homework and unit assessments.

### **Homework**

Learners are encouraged to extend the work in class to home and develop their skills by

- Completing formal homework exercises.
- Completing experimental write-ups and research items at home.
- Reviewing class notes to highlight and learn key areas for study.

**Encourage your child to practice problem solving skills needed for biology such as calculations, drawing of graphs or completion of experimental write-ups**

### **Progression**

This course or its units may provide progression to:

- National 5 Biology or other qualifications in biology or related areas.
- National 4 Biology or other qualifications in biology or related areas.
- National 3 Biology or other qualifications in biology or related areas.

**Pupils should continue to reflect on potential future career areas and courses of study required to meet the needs of their career plan and lifelong learning.**

## CHEMISTRY – CfE

### **Aims of course**

In third year a variety of experiences and outcomes will be covered including some at level 3 and the more difficult concepts at level 4. In addition work will be done to prepare the learners for the progression to the National qualifications. This CfE experience will give them the opportunity to use their Scientific Skills of Inquiry to develop a deeper Knowledge and Understanding of Chemistry and how it impacts society. The course is designed to arouse and maintain the interest of pupils through the study of the application of Chemistry in everyday, real-life situations.

### **The CfE Chemistry Experience will encourage Scientific Skills of Inquiry :**

- develop skills for learning, life and work
- develop the skills of scientific inquiry and investigation using practical techniques
- develop skills in the accurate use of scientific language, formulae and equations
- apply safety measures and take necessary actions to control risk and hazards
- express opinions and make decisions on environmental and economic issues

### **The Scientific Skills of Inquiry will deepen Knowledge and Understanding :**

- develop curiosity and understanding of the environment
- demonstrate a secure knowledge and understanding of the big ideas in chemistry
- recognise the impact the sciences make on life
- recognise the role of creativity in chemistry
- develop an understanding of the Earth's resources
- establish the foundation for more learning in chemistry to National Awards of CfE

### **Learning and Teaching Content**

Pupils gradually develop an understanding of chemical changes. This ensures clear progression from S3 to S4. Areas of study include :-

- |   |                                    |
|---|------------------------------------|
| ♦ Calculating Reaction Rate             | ♦ Atomic structure                 |
| ♦ Nuclide Notation                      | ♦ Chemical Bonding                 |
| ♦ Explaining properties through bonding | ♦ Formulae and reaction quantities |
| ♦ Chemical Families – Homologous series | ♦ Energy from fuel calculations    |
| ♦ Metals and electrochemical cells      | ♦ Fertilisers                      |
| ♦ Chemical analysis                     | ♦ Nuclear Chemistry                |

### **Interdisciplinary Learning**

The S3 Chemistry CfE course includes opportunity for scientific learning so that young people can make connections between different aspects of study. Experiences and outcomes from within chemistry and across science, numeracy, literacy, health and wellbeing provides our pupils with challenging and enjoyable cross curricular learning experiences. These cross curricular experiences deepen understanding and helps promote the importance of chemistry in our society.

### **Assessment**

Will be internally assessed within the school.

Learners will be expected to:

- Pass end of unit test.
- Successfully complete research projects.
- Use self evaluation to rate and assess their progress in active learning, homework and unit assessments.

### **Homework**

Learners are encouraged to extend the work in class to home and develop their skills by

- Completing formal homework exercises.
- Completing experimental write-ups and research items at home.
- Reviewing class notes to highlight and learn key areas for study.

**Encourage your child to practice problem solving skills needed for biology such as calculations, drawing of graphs or completion of experimental write-ups**

### **Progression**

This course or its units may provide progression to:

National 5 Chemistry or other qualifications in Chemistry or related areas.

National 4 Chemistry or other qualifications in Chemistry or related areas.

National 3 Chemistry or other qualifications in Chemistry or related areas.

**Pupils should continue to reflect on potential future career areas and courses of study required to meet the needs of their career plan and life long learning.**

## PHYSICS – CfE

### **Aims of course**

In third year a variety of experiences and outcomes will be covered including some at level 3 and the more difficult concepts at level 4. In addition work will be done to prepare the learners for the progression in to the National qualifications. This CfE experience will give them the opportunity to use their Scientific Skills of Inquiry to develop a deeper Knowledge and Understanding of Physics and how it impacts society. The course is designed to arouse and maintain the interest of pupils through the study of the application of Physics in everyday, real-life situations.

### **Inquiry and Investigative Skills Developed During S3 CfE Physics**

- 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.
- develop skills in scientific literacy and numeracy.
- apply safety measures and take necessary actions to control risk and hazards.
- express opinions and make decisions on environmental and economic issues.
- develop an understanding physics, health and wellbeing issues.

### **Knowledge and Understanding Developed During S3 CfE Physics**

- develop curiosity and understanding of physics in the environment.
- demonstrate a secure knowledge and understanding of the big ideas in physics.
- recognise the impact physics makes on life, the environment and society.
- recognise the role of creativity in physics.
- establish the foundation for progression with learning in physics to National Awards of CfE.

### **Learning and Teaching Content**

Pupils will have the opportunity to learn about aspects of level 4 Physics which are also part of the National 4 and 5 course. This ensures clear progression from S3 to S4.

A variety of experiences and outcomes will be covered including some at level 3 and the more difficult concepts at level 4. In addition significant work will be done to prepare the learners for the progression in to the National qualifications.

Many areas of Physics will be covered in third year and beyond and pupils will develop skills of scientific inquiry, investigation and analytical thinking, along with knowledge and understanding in the context of electricity and energy. Learners will also research issues of topical interest to society.

Areas of study include :

- |                         |   |
|-------------------------|---|
| ◆ Electric Circuits     | ◆ Series and Parallel Circuits                |
| ◆ Electric Current      | ◆ Practical Applications of Series Circuits   |
| ◆ Voltage               | ◆ Practical Applications of Parallel Circuits |
| ◆ Electrical Components | ◆ Electricity Generation                      |
| ◆ Resistance            | ◆ Energy and Power                            |

### **Interdisciplinary Learning**

The S3 physics curriculum includes opportunity for scientific learning so that young people can make connections between different units of study. Experiences and outcomes from 27. within physics and across science, numeracy, literacy health and wellbeing provides our learners with challenging and enjoyable learning experiences that develop different perspectives and deepens understanding to help promote the importance of physics in our society.

## **Assessment**

Will be internally assessed within the school.

Learners will be expected to:

- Pass end of unit test.
- Successfully complete research projects.
- Use self evaluation to rate and assess their progress in active learning, homework and unit assessment.

## **Homework**

Learners are encouraged to extend the work in class to home and develop their skills by

- Completing formal homework exercises.
- Completing experimental write-ups and research items at home.
- Reviewing class notes to highlight and learn key areas for study.

**Encourage your child to practice problem solving skills needed for physics such as calculations, drawing of graphs or completion of experimental write-ups**

## **Progression**

This course or its units may provide progression to:

- National 5 Physics or other qualifications in physics or related areas.
- National 4 Physics or other qualifications in physics or related areas.
- National 3 Physics or other qualifications in physics or related areas.

**Pupils should continue to reflect on potential future career areas and courses of study required to meet the needs of their career plan and life long learning.**

## GENERAL SCIENCE – CfE

### **Aims of course**

In third year a variety of experiences and outcomes will be covered at level 3. In addition work will be done to prepare the learners for the progression in to the National qualifications. This CfE experience will give them the opportunity to use their Scientific Skills of Inquiry to develop a deeper Knowledge and Understanding of science. The course is designed to arouse and maintain the interest of pupils through the study of the application of science in everyday, real-life situations. The science course will allow pupils to follow a combined course of Biology, Chemistry and Physics.

### **Skills, Knowledge and Understanding Developed During S3 CfE Science**

- establish the foundation for progression with learning in Biology, Chemistry and Physics to National Awards in S4.
- using, with guidance, science knowledge and understanding
- solving simple problems and making decisions
- safely carrying out experiments/practical investigations
- using, with guidance, information handling skills by selecting, presenting and processing information
- making basic generalisations from evidence/information
- drawing valid conclusions from evidence/information
- communicating findings/information

### **Learning and Teaching Content**

Pupils will follow a combined course of Biology, Chemistry and Physics and will have the opportunity to be awarded National 3 qualifications in all 3 sciences by the end of S4.

#### **Biology**

- Cell Biology
- Multicellular Organisms
- Biology: Life on Earth

#### **Chemistry**

- Chemical Changes and Structure
- Nature's Chemistry
- Chemistry in Society

#### **Physics**

- Electricity and Energy
- Waves and Radiation
- Dynamics and Space

### **Interdisciplinary Learning**

The S3 physics curriculum includes opportunity for scientific learning so that young people can make connections between different units of study. Experiences and outcomes from within physics and across science, numeracy, literacy health and wellbeing provides our learners with challenging and enjoyable learning experiences that develop different

perspectives and deepens understanding to help promote the importance of physics in our society. 27.

### **Assessment**

Will be internally assessed within the school.

Learners will be expected to:

- Pass end of unit tests.
- Successfully complete research topics..
- Use self evaluation to rate and assess their progress in active learning, homework and unit assessments.

### **Homework**

Learners are encouraged to extend the work in class to home and develop their skills by

- Completing formal homework exercises.
- Completing experimental write-ups and research items at home.
- Reviewing class notes to highlight and learn key areas for study.

**Encourage your child to practice problem solving skills needed for science such as calculations, drawing of graphs or completion of experimental write-ups**

### **Progression**

This course or its units may provide progression to:

- National 3 Biology
- National 3 Chemistry
- National 3 Physics

**Pupils should continue to reflect on potential future career areas and courses of study required to meet the needs of their career plan and life long learning.**

## ART & DESIGN – CfE

### **Aim(s) of course**

The purpose of the course is to provide a broad practical experience of art and design and related critical activity. The course provides opportunities for pupils to experiment with how they can visually express their personal thoughts and ideas and create imaginative expressive and design work.

### **Learning and Teaching Content**

The course will take the format of two units; one expressive and one design. Pupils will investigate and research, develop ideas and work towards a solution in each unit. Pupils will study the work of artists and designers which will relate to their practical work. They will be introduced to a range of media handling skills. They will build on previous skills and knowledge. Self-evaluation is integrated part of the course.

### **Interdisciplinary Learning**

There is the opportunity for the work of pupils to relate to other subject areas in both units. Links with other departments are encouraged, built on and integrated to the course through individual, group or/and whole class participation.

### **Assessment**

Assessment will take many formats: pupil and peer assessment, continuous assessment and end of unit assessment. Pupils will be involved in their assessment through discussion and given the opportunity for re-assessment whenever possible.

### **Homework**

Homework will support and extend the work undertaken in class. This may take the format of:

- research and investigation, this can include observation drawing and media handling
- research into the work of artists and designers
- development of ideas
- evaluation of their and others work.

### **Progression into Senior Phase**

The work undertaken in S3 will introduce and prepare pupils for the work of National 4 and National 5. Their course work in S3 will decide the level appropriate for pupil presentation in S4 with the opportunity to move from one level to another in S4 if required.

## DRAMA – CfE

### Aim(s) of course

The Course provides opportunities for learners to be inspired and challenged by exploring dramatic ideas in creating and appreciating drama. It is practical and focuses on the development of performance skills, using theatre arts, production skills and technologies to create drama. The aims of the Course are to enable learners to:

- Develop creativity and skills in problem solving, critical thinking and reflective practice.
- Communicate thoughts, meaning and ideas when creating drama and using theatre arts, production skills and technologies.
- Develop knowledge, understanding and appreciation of drama practice.
- Understand social and cultural influences.

They will experiment with straightforward acting, directing and theatre production skills and learn how to apply them in performance.

### Learning and Teaching Content

Pupils will work on the following topics designed to enhance skill such as voice, movement, characterisation and role play as well as their technical knowledge of Production Skills.

- Introduction to S3 Drama
- Drama Skills Unit – ‘Loss’
- Production Skills – acting, costume, props, sounds, lighting and set, make up and hair
- Final Performance

### Interdisciplinary Learning

Possible links to other areas of the curriculum include

- Music – School Show
- Art – School Show

### Assessment

Assessment will take place in many different forms such as

- Mind-mapping
- Character cards
- Role-on-the-wall
- Writing in role
- Rehearsal/logs
- Teacher and peer observation and feedback
- Log Books

### Homework

Homework tasks where relevant will include:

- Research Social and Cultural Contexts
- Creative Narrative
- Script Work
- Learning Lines

### Progression into Senior Phase

Drama is available at National 4, National 5 and Higher Level.

## MUSIC – CfE

### **Aim(s) of course**

To develop skills in

1. Performing on two instruments or one instrument / voice
2. Understanding Music Skills
3. Composing Skills

### **Learning and Teaching Content**

Pupils will work independently on their chosen solo instrument or 2 instruments. Composing and understanding music skills of the course will be taught together through topics such as:

- Rock and Pop
- Film Music
- Scottish and World Music
- Music through the ages

### **Transferrable Skills**

- Analytical Skills
- Confidence/Leadership
- ICT Skills when composing
- Creativity
- Lateral thinking

### **Interdisciplinary Learning**

The Music of Scotland Unit will link with PE.

Links will be made with Humanities about the history of Scottish Music and Blues Music.

Film music will link with Media in English.

### **Assessment**

- Practical skills will be assessed on an ongoing basis with pupils being expected to perform at least 2 pieces of music on each instrument by the end of the year. Understanding music will be assessed through presentations, written responses and question papers based on audio examples.
- Pupils will build a folio of composing work.

### **Homework**

Pupils will be given homework linking to each unit of the course all accessible on website. It is also expected that pupils opting to continue with music will undertake additional instrumental practice on an ongoing basis by attending additional lessons in school.

### **Progression into Senior Phase**

Music is available at all levels, National 3 to Advanced Higher.



## MUSIC TECHNOLOGY – CfE

### Aim(s) of course

This course allows you to develop your knowledge and understanding of music technology and of music concepts, particularly those relevant to 20th and 21st century music. You will get to develop technical and creative skills through practical learning, as well as learn skills and knowledge relevant to the needs of the music industry. You will also practise how to reflect on your own work and that of others.

### Learning and Teaching Content

This course is especially suitable if you have broad musical interests, and are particularly interested in music technology and 20th and 21st century music.

- The skills that you develop in Music Technology are useful in careers such as musician, DJ, sound engineer, Film & Television, Journalism and Media

#### Transferrable Skills

- |                                  |                      |
|----------------------------------|----------------------|
| • ICT skills                     | Critical Thinking    |
| • Time management/prioritisation | Independent learning |
| • Creativity                     |                      |

### Course Outline

The course has **three** compulsory units:

#### Music Technology Skills

In this unit you will:

- Develop skills and techniques relating to the creative use of music technology and hardware and software to capture and manipulate audio. Skills and context are taught combined.
- Explore a range of uses of this technology through practical activities.

#### Understanding 20th and 21st Century Music

In this unit you will:

- Develop a basic understanding of 20th and 21st century musical styles and genres, and of related developments in music technology. You will look at copyright law and create PowerPoints on different styles.

#### Music Technology in Context

In this unit you will:

- Use music technology skills in a range of straightforward contexts such as Radio 1 live, lounge recordings, radio broadcast, composing for film, TV themes, adverts, sound design for gaming and create short documentaries.

### Assessment

You will be assessed on an ongoing basis throughout the course.

- Practical skills – such as using hardware or software for audio capture
- Listening skills – understanding the context of musical styles, such as Dance / Electronica, Hip Hop and Rock/Musicals.

### Homework

Pupils will be given homework linking to each unit of the course, all accessed through school website. It is also expected that pupils opting to continue with music technology will attend supported study when required to record live sessions.

### Progression into Senior Phase

Music Technology National 3 to Higher

## PHYSICAL EDUCATION – CfE

### **Aim(s) of course**

The course aims to enable the learner to:

- Develop and demonstrate knowledge of the principles and factors underpinning and impacting on performance
- Describe factors which impact positively and negatively on engagement and performance in physical activities.
- Build capacity to enhance effective performance
- Reflect on, and monitor, performance to inform and influence personal improvement

### **Learning and Teaching Content**

Learners will use a range of skills vital to life within school and beyond. The main skills pupils will use are:

- observing, describing and recording
- comparing and contrasting to draw valid conclusions
- development of problem solving skills to enhance performance
- interacting with others and developing an awareness of self and others
- planning and reviewing investigation strategies
- developing the capacity for critical thinking through accessing, analysing and using information from a wide variety of sources
- discussion and informed debate
- presentation skills – oral, written, multimedia

### **Activities**

Activities studied in this course will be chosen from Badminton, Basketball, Gymnastics, Volleyball, Trampolining, Table Tennis and Fitness.

Teaching will generally take place in mixed ability groups of boys and girls but on some occasions classes will be single sex.

### **Assessment**

Pupils practical performance will be assessed through staff and self-assessment. Pupils will complete class tests.

### **Homework**

Issued weekly  
Personal challenges

### **Progression into Senior Phase**

Pupils can then choose National 4 or National 5 before moving to Higher Physical Education.

## RELIGIOUS AND MORAL EDUCATION – CfE

### **Aim(s) of course**

Religious and moral education enables young people to explore the world's major religions and views which are independent of religious belief and to consider the challenges posed by these beliefs and values. It supports them in developing and reflecting upon their values and their capacity for moral judgement. Through developing awareness and appreciation of the value of each individual in a diverse society, religious and moral education engenders responsible attitudes to other people. This awareness and appreciation will assist in counteracting prejudice and intolerance as children and young people consider issues such as sectarianism and discrimination more broadly.

Young people must become aware that beliefs and values are fundamental to families and to the fabric of society in communities, local and global. There is an intrinsic value in learning about religion as well as learning from religion, as children and young people develop their understanding of diversity in our society and their own roles in it. The skills of reflection and critical thinking and an enhanced understanding of the beliefs and values of others are all crucial in assisting in this process.

### **Learning and Teaching Content**

The type of learning and teaching within Religious and Moral Education uses a range of skills vital to life within school and beyond. Pupils will be able to:

- recognise religion as an important expression of human experience
- learn about and from the beliefs, values, practices and traditions of Christianity and the world religions selected for study, other traditions, and viewpoints independent of religious belief
- explore and develop knowledge and understanding of religions, recognising the place of Christianity in the Scottish context
- investigate and understand the responses which religious and non-religious views can offer to questions about the nature and meaning of life
- recognise and understand religious diversity and the importance of religion in society
- develop respect for others and an understanding of beliefs and practices which are different from their own
- develop their beliefs, attitudes, values and practices through reflection, discovery and critical evaluation
- develop the skills of reflection, discernment, critical thinking and deciding how to act when making moral decisions
- make a positive difference to the world by putting their beliefs and values into action

### **Interdisciplinary Learning**

Pupils will develop a number of transferable skills including literacy, numeracy and health and well-being.

### **Assessment**

We will be assessing knowledge and Understanding and Skills across all topics. Pupils will be assessed in a variety of ways including class discussions, debates, poster work and written reports.

### **Progression into Senior Phase**

Pupils will continue to study RMPS in fourth year.

## ADMINISTRATION AND IT – CfE

### **Aim(s) of course**

The aim of the course is to provide pupils with experience of real-life tasks and to engage in practical activities relevant to the world of work. There is an emphasis on the development of transferable skills and the application of these skills. By following the course pupils will become aware of the use of technology within the workplace, as they complete tasks.

The course helps pupils to develop Admin & IT skills, and an understanding of related theory, enabling them to effectively contribute and support organisations.

### **Learning and Teaching Content**

Learners will become familiar with many administrative practices such as; organisation and functions of departments; health and safety in the work environment; arranging travel; and filing and storage of information. A variety of tasks will give pupils practice at displaying their understanding.

IT Skills you will develop if you take Administration and IT include:

- Word processing
- Spreadsheets
- Databases
- Desk top publishing
- Using the internet and email
- Organising, processing and communicating information
- Organising small-scale events (including meetings)

### **Interdisciplinary Learning**

Pupils will be able to use their Administration knowledge and IT skills across different curriculum areas when exploring a theme or an issue, meeting a challenge or solving a problem.

### **Assessment**

Topics are internally assessed and will include summative, formative and continuous assessment using a variety of methods including: written answers, IT tasks, pupil/teacher checklists, and PowerPoint presentations.

### **Homework**

Formal written homework is issued at the end of each administrative practices topic to consolidate learning and understanding.

### **Progression into Senior Phase**

This Course or its components may provide progression to:

National 3 Administration and IT, National 4 Administration and IT, National 5 Administration and IT and Higher Administration

Other SQA Qualifications in Administration and IT or related areas

Further study, employment or training

## **BUSINESS MANAGEMENT – CfE**

### **Aim(s) of course**

Business plays an important role in society. Businesses and entrepreneurs create wealth, prosperity, jobs and choices which benefits the country and its citizens. By following this course you will understand the way in which businesses operate in a dynamic and changing world and adopt entrepreneurial attitudes. You will learn about the different factors which contribute to business success and the role of different departments within a business.

This course will develop many skills which prepares pupils for everyday life, the world of work or further study of the many business courses available at further education colleges and universities. This course is also suitable for all learners interested in entering the world of business – whether as a manager, employee or self-employed person. The aim of a course in Business Management is to enable learners to develop:

- Knowledge and understanding of the way society relies on business to satisfy our needs
- An understanding of the steps taken by organisation to improve their overall performance
- An insight into how organisations ensure customers' needs are met
- An awareness of how external influences including the economy, impact on organisations
- A financial awareness through a business context

### **Learning and Teaching Content**

Skills you will develop if you take Business Management include:

- Enterprise by participating in activities which are related to realistic business situations
- Employability
- Numeracy
- ICT
- Citizenship
- Thinking Skills
- Case Studies

Throughout the course you will be taking part in a variety of activities including ICT-based learning.

### **Interdisciplinary Learning**

Pupils will be able to use their Business Management skills and knowledge across different curriculum areas when exploring a theme or an issue, meeting a challenge or solving a problem.

### **Assessment**

Topics are internally assessed and will include summative, formative and continuous assessment using a variety of methods including: written answers, IT tasks, pupil/teacher checklists, and PowerPoint presentations.

### **Homework**

Formal written homework is issued regularly to consolidate learning and understanding.

### **Progression into Senior Phase**

This Course or its components may provide progression to:

National 3 Business, National 4 Business, National 5 Business Management, Higher Business Management

Other SQA Qualifications in Business Management or related areas

Further study, employment or training

## COMPUTING SCIENCE – CfE

### Aim(s) of course

The aim of this course is to develop confident and creative learners with an interest and passion for Computing Science through a rich and engaging curriculum. Pupils are encouraged to research, investigate and develop key skills and learning as they go. We strive to ensure that our young people have the computing and technological skills required in order to be best prepared for the pace and challenges of our ever changing world.

It is one of the fastest growing areas of employment with Employers now reporting skills shortages. The government and business have voiced concerns over the lack of Computer Science skills in our youngsters. Pupils need to acquire both skills and understanding when using computers not merely be end users. The Computing Department intend to deliver a course that will prepare our S3 pupils for the National 3, 4 and 5 courses in S4.

### Learning and Teaching Content

The S3 Computing Science course aims to cover the Level 3 & 4 outcomes by studying 4 main topics.

- Computer Systems
- Databases
- Web design
- Software

By choosing this course you will develop your literacy, numeracy and wider learning skills and further develop skills in technologies.

### Interdisciplinary Learning

You will be able to use your knowledge from Computing Science in other subject areas of the school and its community when exploring a theme or an issue, meeting a challenge or solving a problem. You will also be able to further develop your ICT skills which will be used in other subjects.

### Assessment

All units are internally assessed and will include formative, summative and continuous assessment using a variety of methods including: teacher/pupil checklists, question papers, pupil interviews, oral presentations, projects and written reports.

### Homework

Formal homework is issued at the end of theory units. However, other homework tasks will include individual research and reviewing class notes.

### Progression into Senior Phase

This Course or its components may provide progression to:

National 4 Computing Science, National 5 Computing Science and Higher Computing Science

- Other SQA Qualifications in Computing Science or related areas
- Further study, employment or training

## DESIGN & MANUFACTURE – CfE

### Aim(s) of course

The main aim of the S3 Design & Manufacture course is to build on design and practical skills introduced in S1 and S2. Pupils will develop a deeper understanding and knowledge of the design process and its relationship with the manufacturing industry. Pupils will explore the properties and uses of a range of materials and will be expected to produce a range of models to convey their design ideas.

### Learning and Teaching Content

The Design & Manufacture course will allow pupils to explore and become familiar with a range of new skills and techniques that are of great value for learning, life and work. Such as:

- Analysing and determining important factors in design
- Sketching 2d and 2 ½ d shapes and objects
- Rendering simple sketches to make them 3d realistic
- Reading and interpreting production drawings and diagrams
- Communicating design ideas
- Devising and developing practical solutions to design problems
- Modelling design ideas in a range of suitable materials
- Manufacturing simple design ideas using practical craft skills
- Evaluating design

Participation will enhance knowledge and understanding of the impact that design and manufacturing technologies have on our environment and society.

### Interdisciplinary Learning

Design and Manufacture is only one of the subjects taught in the Technical Department therefore it would be natural to form interdisciplinary links with Graphic Communication. Additionally it would also be possible to form links with Art & Design, Business/Computing and physics / chemistry.

### Assessment

Much of the assessment in Design & Manufacture will be in the form of completing units of sketching, drawing, design and model making. There will be written work to ensure that pupils are aware of important design factors and evaluation techniques. Work will mainly be assessed by peer assessment, formative assessment and end of unit summative assessment.

### Homework

Homework will vary depending on the coursework. It may be in the format of sketching everyday objects, identifying design factors, researching materials or developing ideas to meet design problems.

### Progression into Senior Phase

The work in S3 will allow pupils the opportunity to extend the course into Senior Phase with National 4 and National 5 qualifications. The standard of course work in S3 will play a major part in determining the levels on entry into S4.

## GRAPHIC COMMUNICATION – CfE

### Aim(s) of course

The general aim of S3 Graphic Communication is to develop pupils' skills and creativity in producing and interpreting 2D and 3D graphics, both manually and computer based. It will enable the pupil to initiate, develop and communicate ideas and solutions using graphic techniques using drawing equipment and 3D modelling software.

### Learning and Teaching Content

There are three stages in design where graphics is a contributing factor. These are Preliminary Drawings, Production Drawings and Presentation Drawings.

- **Preliminary drawing** – Pupils will learn to sketch and render everyday objects in a variety of styles. Additionally pupils will develop planning for graphic presentations.
- **Production drawing** – Pupils will extend their knowledge of formal drawing using drawing boards and drawing instruments. They will also improve on their skills in 2d/3d CAD.
- **Presentation drawing** – Pupils will have the opportunity to use various manual media techniques as well as desktop publishing software to present information in a creative and informative way.

### Interdisciplinary Learning

Graphic Communication is only one of the subjects taught in the Technical Department therefore it would be natural to form interdisciplinary links with Design and Manufacture. It would also be possible to form links with other departments in the school that incorporate drawing and design in their folio work such as Art & Design. It also compliments Maths and Physics,

### Assessment

Much of the assessment in Graphic Communication will be in the form of completing units of drawing and computing work. There will be some written theory work to ensure that pupils are aware of British Standard symbols, standards and conventions. In Presentation drawing there will be the opportunity for pupils to make scaled models of objects. Work will mainly be assessed by formative assessment and end of unit summative assessment.

### Homework

Homework will vary depending on the coursework and may include sketching, colour theory knowledge, DTP principles and elements or orthographic interpretation.

### Progression into Senior Phase

Pupils will have the opportunity to extend the course into Senior Phase with National 4 and National 5 qualifications.

## Practical Cookery – CfE

### Aim(s) of course

The main aim of the S3 Hospitality course is to build on practical cookery skills and knowledge learned in S2. The course enables learners to develop cookery related knowledge, understanding & skills. Pupils will develop a deeper knowledge of preparation and cookery processes that can be used at home, in the wider community and in future employment. The course also develops a range of skills for learning, for life and for the world of work, which includes aspects of numeracy and thinking skills.

### Learning and Teaching Content

There is a wide variety of experiences and learning for pupils in the S3 course. Such as:

- Using a range of cookery skills, processes and food preparation techniques
- Selecting and using ingredients to produce and garnish or decorate dishes
- Developing an understanding of ingredients and their uses
- Developing an awareness of responsible sourcing
- Evaluating information and products
- Developing improved organisational skills
- Analysing information about nutrition and applying this to projects and products
- Numeracy skills through weighing and measuring
- Designing and creating products suited to specific dietary needs
- Planning practical work and events

### Interdisciplinary Learning

In S3 there is the opportunity to work with departments across the school such as Modern Languages, P.E. and Biology.

### Assessment

There will be different forms of assessment. Many of our experiences will be practical so the assessment will often be formative including observation of pupils during practical tasks, feedback from pupils at work and summative at the end of cooking or project tasks.

### Homework

Due to the nature of the course being mainly practical we encourage pupils to practise their skills learned in class at home if possible. Written homework will be issued at certain times of the year, but not on a weekly basis.

### Progression into Senior Phase

It is expected pupils will progress to National 4 or 5 Hospitality from S3.

## SFA PERFORMANCE – CfE

### **Aim(s) of course**

The course aims to enable the learner to:

- Develop knowledge of tactics required for successful performance in football.
- Develop the technical skills required for successful performance in football.
- Develop a greater understanding of the demands of the game.
- Develop social skills required for successful performance in a team environment.

### **Learning and Teaching Content**

- Participation in practical coaching sessions, focusing on different aspects of the game.
- Participation in skill and fitness testing throughout the year.
- Planning and reviewing strategies used in a game.
- Interacting with others and developing an awareness of self and others.

### **Course Selection**

- Pupils who are eligible to take this course will have been selected as part of the SFA performance school programme and will have participated in this in S1/2.

## **SCHOOL OF FOOTBALL – CfE**

### **Aim(s) of course**

The course aims to enable the learner to:

- Develop knowledge of tactics required for successful performance in football.
- Develop the technical skills required for successful performance in football.
- Develop a greater understanding of the demands of the game.
- Develop social skills required for successful performance in a team environment.
- Use football and physical activity to enhance learning in other aspects of school life.

### **Learning and Teaching Content**

- Participation in practical coaching sessions, focusing on different aspects of the game.
- Participation in skill and fitness on two occasions throughout the year.
- Planning and reviewing strategies used in a game.
- Interacting with others and developing an awareness of self and others.
- Application of skills, knowledge and tactics covered in S1/2 programme in a more demanding context.

### **Course Selection**

- Pupils who are eligible to take this course will have been selected as part of the SFA School of football programme and will have participated in this in S1/2.

## **GIRLS SCHOOL OF FOOTBALL – CfE**

### **Aim(s) of course**

The course aims to enable the learner to:

- Develop knowledge of tactics required for successful performance in football.
- Develop the technical skills required for successful performance in football.
- Develop a greater understanding of the demands of the game.
- Develop social skills required for successful performance in a team environment.
- Use football and physical activity to enhance learning in other aspects of school life.

### **Learning and Teaching Content**

- Participation in practical coaching sessions, focusing on different aspects of the game.
- Participation in skill and fitness on two occasions throughout the year.
- Planning and reviewing strategies used in a game.
- Interacting with others and developing an awareness of self and others.
- Application of skills, knowledge and tactics covered in S1/2 programme in a more demanding context.

### **Course Selection**

- Pupils who are eligible to take this course will have been selected as part of the SFA Girls School of football programme and will have participated in this in S1/2.