

HARLAW ACADEMY



S3 Curriculum Area Personalisation

SESSION 2020-21

Curriculum Area Personalisation

At the end of S2 pupils have the opportunity to **personalise** their learning by opting for one of **four pathways**. The Pathways on offer should ensure all pupils receive their entitlement to the Broad General Education with breadth and depth in learning and develop the ability to apply learning confidently in different contexts to provide a firm foundation for the senior phase.

The S3 curriculum should provide suitably challenging progression routes to prepare pupils for success in the senior phase.

Pupils' learning in subjects should be **deepened**, and **expectations raised**, with learning becoming more challenging across the third and fourth level Experiences and Outcomes in preparation for national qualifications in the senior phase. For some young people, appropriately challenging learning experiences involve extending the challenge of learning at fourth level curriculum, Es and Os and stretching into National 5 level work.

From the UNCRC:

Article 12 (respect for the views of the child) - Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. This right applies at all times, for example during immigration proceedings, housing decisions or the child's day-to-day home life.

Article 13 (freedom of expression) - Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.

Article 28 (right to education) - Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.

Article 29 (goals of education) - Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

S3 Curriculum

The 30 period week for S3 pupils will consist of:

- English 4 periods
- Maths 4 periods
- French 2 periods
- Core PE 2 periods
- PSE 1 period
- Core RE 1 period
- Study & Work skills 1 period
- Pathway option 15 periods

Pupils can **personalise** their curriculum by opting for one of **four** pathways:

Pathway	
Expressive Arts & PE	Pupils will do two subjects from Expressive Arts & PE (6 periods), one subject from Technologies (3 periods), one subject from Science (3 periods) and one subject from Social subjects (3 periods).
Science	Pupils will do two subjects from Science (6 periods), one subject from Expressive Arts & PE (3 periods), one subject from Technologies (3 periods) and one subject from Social subjects (3 periods). Some pupils will have the option of doing three sciences in the 6 periods.
Social Subjects	Pupils will do two subjects from Social Subjects (6 periods), one subject from Expressive Arts & PE (3 periods), one subject from Science (3 periods) and one subject from Technologies (3 periods).
Technologies	Pupils will do two subjects from Technologies (6 periods), one subject (3 periods) from Expressive Arts & PE, one subject from Science (3 periods) and one subject from Social subjects (3 periods).

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COURSE: English

FACULTY: English

The overall objective of the S3 English course is to further develop English Language skills – as well as skills in literacy, numeracy, health & wellbeing, and citizenship – through Listening & Talking, Reading and Writing activities. Pupils’ skills in these areas are developed through a wide range of activities with the guidance and support of the teacher. There will be a variety of activities included in the course, ranging from direct teaching, to discussion work, to pupil and teacher led tasks, as well as some independent study. All activities are designed to challenge pupils and provide a streamlined transition into the National Qualifications pupils will sit in S4. It is important that pupils are aware that, as well as any homework they may be issued with by their class teacher, they are expected to read a variety of appropriate literature at home. This can be fiction or non-fiction (preferably a mixture) and class teachers and the school librarian can advise on suitable choices.

COURSE: Maths

FACULTY: Mathematics

The Mathematics course in S3 is a continuation of the Maths and Numeracy Experiences and Outcomes covered in S1-2, focussing mainly on Levels 3 and 4 while allowing for appropriate breadth, depth and challenge.

The S3 course will continue to develop the numeracy skills which are essential for everyday life and work whilst beginning to equip pupils with the skills required for National courses in S4

In preparation for S4, all pupils will be given the opportunity to achieve Numeracy at National 3, 4 or 5 by the end of S3.

S3 Course

- Pupils are set in classes according to their progress in S2.
- The course is taught using a variety of methods including group work, practical work, investigation and whole class teaching.
- Pupils will be given regular homework, finishing-off work and investigative tasks to complete.
- The S3 course will also include a statistics project based on collecting, representing and interpreting data
- Further information can be found at harlawacademy.org/maths

Assessment

- There are formal assessments in November and February. Each assessment comprises a Non-calculator and Calculator paper
- The results of these assessments will be used to inform decisions when recommending appropriate levels of study in S4.

Equipment

- Pupils are expected to have a pencil, rubber, ruler and calculator
- Equipment is available for purchase from the Maths Department.

COURSE: French

FACULTY: Modern Languages

The principal aim of the S3 curriculum is to develop successful and confident learners, by ensuring that pupils learn to communicate effectively in their chosen foreign language. The core skills of *reading & listening, talking & writing* are developed through a wide range of activities with the guidance and support of the teacher.

As well as learning French, pupils will gain an insight into the way of life, customs and culture of France and other French speaking countries enhancing their cultural understanding and promoting citizenship.

The personal development of pupils is also a key feature of language learning: it builds confident individuals, effective contributors and successful learners. Pupils will keep track of their progress by using a personal learning plan to help inform them of next steps for development.

Homework is issued on a regular basis and pupils can expect to do some form of homework lasting 30 minutes a week. Homework is accessible online on www.pearsonactivelearn.com Each pupil is issued a personal username and password for the entire year to access homework assigned. Pupils can also access the textbook online for personal revision.

Listening, speaking, reading and writing skills are developed through a wide range of activities and the progress of each pupil is closely monitored. Continuous assessment at regular intervals, pupil profiles and personal learning plans will help pupils and the teacher identify their attainment and identify areas for improvement and help both teacher and pupil to take appropriate next steps. A large element in this homework involves learning new vocabulary being covered in class. Short, regular sessions are essential.

COURSE: S3 Skills for Life, Learning & Work

FACULTY: Wider Achievement

The core S3 Wider Achievement course enables pupils to develop skills in employability, citizenship, literacy, numeracy and health & wellbeing.

The focus is on:

- Skills Poster
- Communication
- Finance
- Career pathways
- Entrepreneurship
- Networking
- 21st Century Skills

Successful completion of the core work will result in the achievement of SQA Developing Essential Skills Unit L3-4, 6 SCQF Credit Points.

There is a variety of approaches taken in the learning and teaching with discussion, team tasks, cooperative learning, role play, virtual scenarios, as well as independent study.

Confidence and resilience are common threads running through the course as Wider Achievement seeks to produce responsible & enterprising citizens, able to recognise and create positive opportunities in their lives.

Assessment

The course and unit is internally assessed in a range of ways:

- Open book assessment
- Peer assessment
- Portfolio of evidence

Homework

Tasks include skills poster, finance terms and e-mail challenge.

This course and unit may provide progression to:

- Volunteering Skills L5
- Enterprise & Employability L5
- Modern Apprenticeship, further training or education

'Geography enables us to understand change, conflict and the key issues which impact on our lives today and will affect our futures tomorrow.'

Geography is all around! Pupils will learn about issues that affect them and others from a local to a global scale. Geography develops the essential skills of literacy, numeracy, problem-solving, critical thinking and ICT. Research & study skill development are core features of the subject and our participation in fieldwork, learning through first-hand experience, contribution to citizenship and sustainable development put the subject right at the heart of the rationale behind 'Curriculum or Excellence.

In S3 you will study:

Urban environments

Why do most people choose to live in towns and cities? What advantages do they have? What problems do cities have to deal with? How can they be solved? A study of World megacities. Traffic causes, effects and solutions. Local area fieldwork.

Fairtrade

The choices we all make- what we buy, where we travel- have impacts that are not just local or national but increasingly global... even a simple act of buying someone a rose for Valentine's Day.

Glaciation

How does the lie of the land affect what goes on there? How has ice shaped our land? Formation of glacial features. 3D modelling.

Tundra and Rainforests

Do you know how to save natural environments of the Arctic Tundra and world Rainforests? Or how to help people responding to major events such as famines or health issues? How can local actions have global impact?

Globalisation

Globalisation is the process by which the world is becoming increasingly interconnected as a result of massively increased trade and cultural exchange. Globalisation has increased the production of goods and services. A study of where in the world we find things such as McDonald's and how they expand.

Extreme weather

A study into climate change and the impact it is having in terms of extreme weather. Looking at case study hurricanes and Tsunamis and considering the impact of such events and preventative measures for the future.

Homework

Homework will be set on a regular basis. This could involve revision tasks or personal research. Pupils should expect to spend a minimum of 30 minutes a week outside school working on their Geography.

COURSE: **History**

PATWAY: **Social Subjects**

History is all about investigating and understanding people and the past. It brings the past to life and helps you understand how people lived and why people acted the way they did. You will also learn how key events have impacted on people's lives. By developing your research, literacy and communication skills you will be able to think critically, analyse information and make balanced judgements on important issues. History helps you understand your heritage and your place in today's society. It also helps you understand forces shaping the world today.

In S3 you will study:

WORLD WAR ONE 1914-1918

- The main causes of World War One
- Trench Warfare and conditions for soldiers
- Weapons- gas, tank and machine gun
- The Battle of the Somme
- The British and German Home Fronts
- The peace Treaty of Versailles

FREE AT LAST: CIVIL RIGHTS IN THE USA 1918-68

- The American Dream and Immigration
- The Jim Crow Laws and the Ku Klux Klan
- Civil Rights campaigns
- Martin Luther King

HITLER'S GERMANY

- Hitler's rise to power
- Children and Women in Hitler's Germany
- Propaganda
- Fear
- Treatment of the Jews

SKILLS UNIT

- This is a research project about a historical event of your choice. It is written up as a poster, essay, report or video.

During the course you will demonstrate the four key capacities of Curriculum for Excellence. You will be a successful learner, develop confidence in your abilities, be a responsible citizen and an effective contributor. You will also learn the source skills you need for National 4 and National 5 History.

Homework

Homework will be set on a weekly basis. This could involve revision tasks or personal research. Pupils should expect to spend a minimum of one hour a week outside school working on their History.

Modern Studies is all about investigating and understanding the principles of democracy, citizenship and what is happening locally, nationally and internationally. With a greater understanding comes the opportunity and ability to influence events by exercising informed and responsible citizenship. By developing your research and communication skills you will be able to think critically, analyse information and make an informed view backed up by evidence. Modern Studies provides opportunities for you to develop your roles as active and informed citizens.

In S3 Modern Studies you will study:

United Nations: Looking its role in tackling international issues. You will look at the different organisations within the United Nations and how they tackle issues such as conflict, world poverty, human rights and world hunger. You will examine which countries make the big decisions in the world and the options they have in order to tackle current conflicts in countries such as Syria.

Crime and the Law: The USA versus Scotland: Looking at the similarities and differences between crime and punishments in the United States and Scotland. You will look at the causes of crime, anti-social behaviour, gangs and how school shootings have influenced the law in both countries. Punishments will also be looked at and you will make an informed decision about bringing back the death penalty in Scotland.

The Media and Pressure Groups: Looking at how they influence decision making in society and politics. You will be learning about how the media influences us, as well as a investigating a range of pressure groups and the extreme measures some go to for media attention.

Scottish Democracy: Looking at how the Scottish Parliament works including the role of an MSP and rights and responsibilities of citizens in Scotland. You will have the opportunity to run your own political party campaign. The class will then have a mock election through which you will understand how different voting systems work. You will understand the changing relationship between the UK Parliament and the Scottish Parliament as it evolves over the coming year.

Social Issues: Social issues examines how some groups face a range of inequalities, including economic, job opportunities, health and education. We investigate the consequences of these inequalities on different people in society, including the elderly, women and those living in poverty. We also focus on the help and support which is offered from both government and other organisations.

Homework

Homework will be set on a weekly basis. This could involve revision tasks or personal research. Pupils should expect to spend a minimum of 30 minutes a week outside school working on their Modern Studies.

COURSE: Art & Design

PATHWAY: Expressive Arts & PE

Pupils will attend Art and Design 3 periods a week.

Learners work on the level 3/4 experiences and outcomes in S3, to prepare for the appropriate National Qualification in S4.

The Art and Design course has an integrated approach to learning, and includes a mix of practical learning and knowledge and understanding.

It consists of two main areas: Design and Expressive.

Within each of these units learners expand upon their media handling skills, using equipment and materials expressively in 2D or 3D. Learners are also encouraged to explore the possibilities of using technologies creatively when researching and developing ideas.

Learners develop an understanding and appreciation of artists' and designers' working practices as well as develop knowledge of the social and cultural influences on art and design work.

Creative project work often involving live briefs from the local community are a feature of this course e.g. GDF Suez mural.

COURSE: Drama

PATHWAY: Expressive Arts & PE

Pupils will attend Drama 3 periods a week.

The Drama Department aims to develop highly transferrable skills such as creating, presenting, evaluating, analysing, reflection, leadership and initiative. Drama is also an excellent tool for showcasing pupil creativity and imagination and lends itself well to the four capacities of "A Curriculum For Excellence."

In S3 learners are working towards securing level 4 outcomes. Pupils participate in a range of practical and theoretical activities. In S 3, pupils develop their devising skills, looking at aspects of role play, playwriting and stylised movement. Towards the end of the course, pupils prepare for National 4/5 drama by creating and presenting a short drama, enhanced with theatre arts, including set, props and costume.

COURSE: Music

PATHWAY: Expressive Arts & PE

Pupils will attend Music 3 periods a week

All Music courses are based mainly on practical activity. Pupils are given an opportunity to learn different instruments playing a variety of styles and genres. We have a very well equipped department providing quality tuned percussion, instruments and keyboards as well as acoustic/electric/bass guitars and drum-kits.

Music technology is an integral part of the course and offers pupils progression to a music technology qualification in S4. This opens up music to those less confident about performing / playing. Knowledge and understanding of concepts will be enhanced by listening to, and playing, music. Musical styles such as Baroque, Romantic, Classical, 20th Century (and range of popular music) will feature.

At all stages learners are encouraged to take the opportunity to enhance their performing skills on a daily basis out with class time. There is a wide range of extra-curricular activities open to pupils and access to instrumental instruction where required.

Purpose and Aims of the Course

The main purpose of the course is to develop, demonstrate and improve practical performance skills in physical activities. By participating in practical activities, pupils will be given the opportunity to demonstrate initiative, decision making and problem solving.

This course provides an interesting and stimulating path for pupils to be energetic and to use their imagination to develop their talents through practical performance.

Course Aims

- engage in physical activities, in preparation for a healthy and fulfilling lifestyle
- improve effectiveness of performance through participation in a variety of physical activities
- develop the knowledge and understanding required to lead a positive and healthy lifestyle
- opportunities to develop organisational skills and demonstrate leadership qualities
- provide a pathway for students who wish progress into National 4/5 and Higher PE.

Pupils will participate in a range of competitive and non-competitive activities.

Badminton
Basketball
Creative Activities (e.g. dance, gymnastics)
Health Related Exercise
Indoor Football
Netball
Sports Leaders
Table Tennis
Volleyball

Assessment

- Assessment of practical performance will be a continuous process which will involve self - assessment, peer assessment and teacher assessment.
- Students will have the opportunity to achieve a unit pass in Performance at N3/4/5 or Higher level. This will be internally assessed and the level based on the students best 2 activities.
- Students will also have the opportunity to complete Sports Leaders level 4 award.

Assessment of knowledge and understanding will be internally assessed

- Homework – delivered via Google Classroom
- folio/project work
- unit tests

COURSE: Biology

PATHWAY: Science

The third year biology course is taught over five units:

- Responding to Change
- Reproduction and Inheritance
- Cell Biology
- Enzymes and Digestion
- Ecology

Responding to change– you will learn how the body temperature and the amount of water in our bodies are kept constant, using homeostasis. You will also learn about the nervous system and measure your reaction times.

In reproduction and inheritance you will learn a lot about DNA and genetics. What makes you, you!

In the cell biology topic you will learn about how chemicals and gases are transported into and out of cells using diffusion and osmosis. You will also learn about how our bodies release the energy stored inside the food we eat.

In the enzymes and digestion unit, you will use the results from experiments to discover the functions of enzymes and why they are essential for survival. You will also learn about how enzymes are involved in digesting our food and the anatomy of the alimentary canal.

In the Ecology Unit: You will learn about ecosystems and how biodiversity in an ecosystem is affected by living and non-living factors. You will study the nitrogen cycle and evaluating results from practical experiments. You will also learn how plants and animals depend on each other and how living things are adapted for survival.

At the end of the course, you will spend time focussing on skill development – researching, planning, and reporting

COURSE: Chemistry

PATHWAY: Science

The third year chemistry course is taught over four units:

- Atomic Structure and Bonding – you will learn how the way that materials behave can be explained from the way that the atoms are bonded together. You will carry out an investigation into new and novel materials which have very unusual properties.
- Fuels and hydrocarbons – you will learn about the types of molecules in crude oil and how oil is separated into many of the fuels which we use on a daily basis.
- Biofuels and carbohydrates – learn about alternative, renewable fuels and why we use them. You will also learn more about carbohydrates which are found in foods and how we extract useful substances from plants.
- The final unit looks metals and you will have the opportunity to plan and carry out an investigation and complete an assignment on the importance and chemistry of electrochemical cells.

The third year physics course is taught over two units:

- Electricity and electromagnetism
- Dynamics and Space
- Density and Buoyancy

In the electricity and electromagnetism unit, you will learn about input/process/output devices and how these can be used in control and monitoring circuits. These allow you to design burglar alarm, temperature control and security lighting systems. You will learn about logic gates and about the relationship between magnetism, movement and electricity. At the end of the unit you will carry out a research project about generating electricity.

In the dynamics unit, you will learn about movement. Through studying speed, time and acceleration, you will learn how to predict how long it takes cars to stop when travelling at different speeds.

In this unit you will also learn about space and will study Newton's laws of motion. In an investigation at the end of the unit, you will design, make and fly rockets.

In the third unit you will study density and buoyancy. Why do massive, heavy ships float on water? Why do helium balloons float in air?

Business Education makes a significant contribution to preparing young people for work through developing skills including communication, numeracy, problem solving and using ICT. Improving pupil confidence, choice and flexibility are at the heart of this new course.

The subjects taught within the Business Education department have many strengths on which to build to help develop the 4 capacities. Business Education can also make a major contribution to priority themes such as Enterprise and Citizenship as well as providing learning in core information and communication technologies (ICT) skills and specialist business management skills.

This course will deal with many issues which we all encounter in our everyday lives and, as such, make a useful contribution to general education and personal development. In addition, the course will provide a practical insight into the use and application of modern office technology to prepare information by using Internet to search for and extract information, as well as using ICT to present and communicate information.

Learning and teaching approaches which encourage innovation and include real life experiences make learning more enjoyable for young people. These experiences can be transferred to the world at work as the modern office relies on staff who are multi-skilled.

In particular, Activities will enable pupils to:

- Engage in activities that encourage enterprising attitudes;
- Establish firm foundations for lifelong learning;
- Gain the skill and confidence to embrace and use technologies;
- Learn about where to find help and resources to inform choices;
- Communicate, collaborate and build relationships.

This course is ideal preparation for National 4/5 Business/Business Management

Computing is an area of study that has particular relevance in preparing young people for the challenges of rapidly changing digital technologies that play an increasingly important part in both economic and social life. Being skilled in using computers is essential if young people are to be effective contributors able to communicate and interact on a global scale.

Today's use of computers ranges from use in typical office applications such as word processing, spreadsheets and databases to programming to being used as a tool for creativity. All of these technologies rely on Computing Science to store, transmit and manipulate information which is useful to us, and have had enormous impact on the way we live, socialise and do business.

The aim of the S3 Computing course is to give pupils the opportunity to develop the necessary knowledge, understanding and practical computing skills to encourage confident handling of modern computer technology. Using a variety of software and hardware pupils will apply their knowledge to problem solve and create practical solutions.

Key areas of study in S3 are as follows:

- Contemporary computing technology
- The Internet
- Cloud Computing
- Online safety and security
- Environmental impacts of computing
- Programming
- Games design and development
- Web design and development
- Database management systems
- Graphics and animation

This course is ideal preparation for National 4/5 Computing Science

COURSE: Graphics & Design**PATHWAY: Technologies**

The Graphics & Design Curriculum for Excellence course is a course that will appeal to pupils who enjoy being creative. The course encourages creative and analytical thought and skills through graphic and design activities.

Please note that this is a classroom based course with no workshop activities. This course will be project based and will involve pupils developing graphic communication and design skills.

Within this course pupils will:

- Understand the importance of design and how they are affected by design.
- Be able to use a Design Process to solve a problem.
- Create design ideas and solutions.
- Present ideas using freehand sketching techniques.
- Show texture through manual and computer rendering.
- Develop skills in technical drawing techniques.
- Use graphic communication techniques to create presentation and promotional drawings.
- Develop skills in using 3D modelling and CAD rendering software technology.
- Develop skills in reading and interpreting drawings and diagrams.
- Develop an understanding of the impact of graphic communication and design technologies on our environment and society.

This course is ideal preparation for:

- National 4/5 Graphic Communication

COURSE: Practical Craft**PATHWAY: Technologies**

The Practical Craft Skills Curriculum for Excellence course is a course that will appeal to pupils who enjoy practical activities. The aim of the course is to offer pupils the opportunity to develop real practical skills through workshop activities. This course will be project based and will involve pupils developing practical craft skills and knowledge.

Within this course pupils will:

- Develop an appreciation of safe working practices.
- Develop skills in reading and interpreting drawings and diagrams.
- Be able to plan and manufacture a given product.
- Develop skills and acquire confidence in the use of common hand and machine tools.
- Develop skills in making models and products.
- Develop an understanding of the impact of manufacturing technologies on our environment and society.

This course is ideal preparation for:

- National 4/5 Practical Woodworking
- Introductory Construction and Engineering college courses

The S3 Home Economics course encourages the development of a balanced sustainable lifestyle by encouraging individual responsibility for health through:

- Taking part in practical food activities to prepare foods
- Studying nutrition & the nutritional needs of different groups in the community
- Investigating the need for a balanced diet & its impact on health
- Researching how national food policy affects individuals, the community & the world of work
- Exploring issues that affect food choice and the marketing influences on consumers
- Studying packaging design & food advertising
- Applying food safety principles when buying, storing, preparing, cooking & consuming food
- Developing good time management and organisational skills

Pupils will have the opportunity to study units of the National 4 Health and Food Technology Course to:

- Apply knowledge of nutrition and healthy eating to plan, make, and evaluate dishes to meet the nutritional needs of different groups in the community.
- Adapt and cook dishes for specific diet related conditions such as anaemia and food allergies.
- Explain how nutritional needs change throughout life for babies, children, teenagers, adults, the elderly and women who are pregnant or have just given birth.
- Evaluate the diversity of foods we have available to us and their impact on our health.
- Explain the different influences on consumer choice with regards to the environment, social justice and food security.
- Evaluate the role of processed foods for consumers with regard to cost, and nutritional value

Assessment

- Assessment of practical and organisational skills is a continuous process which will involve peer assessment and teacher assessment.
- Students will have the opportunity to achieve a unit pass in Health and Food Technology at N4 level, which is internally assessed.

Homework

- Will be set on a weekly basis through Google Classroom
- Will involve revision tasks or personal research.

S3 Home Economics is an idea preparation for either:

- N4/5 Health and Food Technology for those pupils interested in a career in Food, Nutrition, Dietetics and Human Health.
- N4/5 Hospitality, Practical Cookery for pupils who prefer a course where they can further develop their practical food skills.

