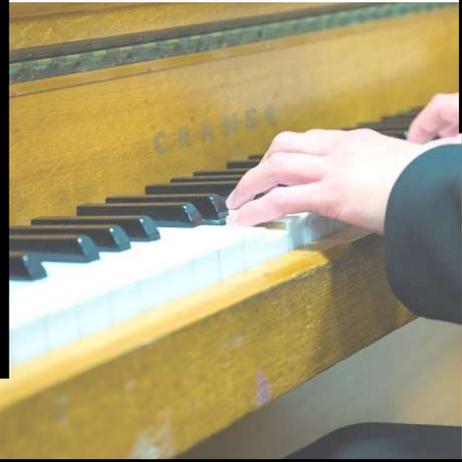


Dream, Believe, Achieve @Lasswade



LASSWADE HIGH SCHOOL



2017/18

S1 CURRICULUM
SUMMARY

Head Teacher's Introduction

Our Vision Statement 'Dream, Believe and Achieve @ Lasswade' highlights the way we live and work within and beyond the school day. We are focused on ensuring a growth mindset among our students which is embodied in our 'DREAM' values:

- Determination
- Respect
- Effort
- Ambition
- Motivation



Lasswade High School offers a wide range of opportunities that will allow students to challenge themselves, to try new things and to experience success. In this context we encourage all members of our school community to aim high and pursue excellence in everything they do.

Curriculum for Excellence is a national initiative that we have been working hard to implement at Lasswade to ensure that our local context and community is at the heart of our curriculum. Put simply, *Curriculum for Excellence* is about:

- Raising the bar for all students
- Closing the poverty related attainment gap
- Preparing students for the world beyond school

Over the last few years we have been developing our S1 learning experience to ensure that students have a range of deep learning opportunities, across a variety of contexts, which are challenging, enjoyable, and inspiring in equal measure.

This booklet aims to give you an overview of the range of learning experiences and the skills your child will develop in S1 at Lasswade. I hope you find the information contained in this booklet helpful but please do not hesitate to contact me should you require any further information.

Best wishes for a successful introduction to Lasswade High School for your child,

Campbell Hornell (Head Teacher)

Skills at Lasswade

Our S1 Curriculum prioritises the development of skills for learning life and work through a common framework. All curricular areas will make on ongoing reference to the following framework to ensure that students can talk with confidence about their skills development and associated strengths and areas for development. The 4 C s of skills development place a focus on the transferrable skills of Communication, Collaboration, Critical Thinking and Creativity.

During the course of S1 students will use an online profiling tool called Didbook which can be accessed by students and parents from home. Please encourage your child to engage with this process and begin conversations with them around how the skills are used beyond school.

Communication Skills



Conversation skills

Understanding the different ways that we speak to peers, teachers and adults

Written work

Communicating views and ideas using a clear structure that justifies your thinking

Body language

Using open and approachable body language when speaking to others and understanding the impact of it

Technology

Being able to use multiple forms of technology to communicate with others

Customer service

Understanding the needs and wants of others and delivering helpful, high quality service

Collaboration Skills



Working with others

Working with others to achieve a common goal or complete a task

Making a contribution

Actively contributing towards set goals within a group or individual task

Listening

Having the ability to listen effectively to others

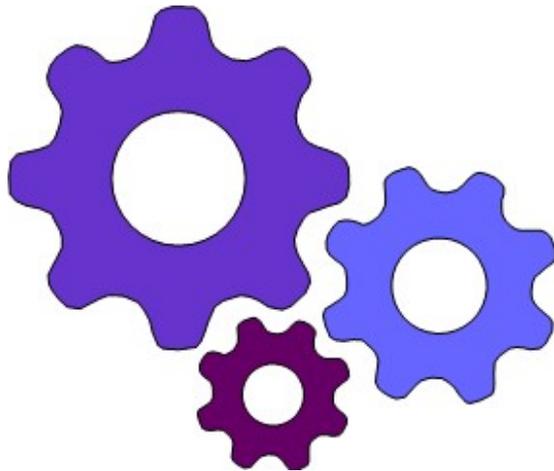
Leadership skills

Taking ownership of a task by making thoughtful and calculated decisions to effectively organise and allocate resources

Deadlines

Structuring, breaking down and prioritising tasks to ensure that deadlines are met

Critical Thinking Skills



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Analysis and Evaluating

Looking systematically at information and breaking it down to make reasoned justified conclusions

Problem Solving

Finding solutions to difficult or complex issues

Organisation

The ability to plan effectively and manage resources to complete set tasks

Initiative

Being able to assess what needs to be done and getting it done

Making independent decisions

Having the confidence to express and justify opinions

Creativity Skills



Enterprise

Drawing on knowledge and skills across subject areas to explore new ideas and come up with new and imaginative solutions to problems

Thinking outside the box

Viewing problems from different perspectives and taking an open minded approach to find creative solutions

Resourcefulness

Taking ownership of learning and being motivated to explore and challenge assumptions

New specialist skills

Valuing opportunities to develop and learn new skills

Our aim, through our curriculum is to develop young people:

- who are confident, prepared to take calculated risks, can cope with change and view failure as part of the learning process
- who feel included in their community with an active desire to contribute politically, socially, culturally and economically
- who have high expectations of self and an ambitious vision for their future
- who have a ferocious work ethic that results in them achieving, and exceeding, their academic potential
- who are respectful, tolerant and empathetic towards the values and beliefs of others
- who are happy and have a desire to pursue a healthy, active lifestyle
- who are self-aware and know their own strengths through reviewing and evaluating their progress
- who have a range of transferrable skills for learning life and work including: communication; collaboration; critical thinking and willingness to challenged accepted norms and creativity skills
- who are capable of making informed decisions and are aware of their rights and responsibilities

Curricular Area

Creative Design

Health and Well Being

Languages

Mathematics

Performing Arts

RME

Sciences

Social Studies

In addition students will also study:

Connections

Contributing Subjects in S1

Art and Design and Design and Technology

Home Economics, Physical Education and Personal and Social Education

English and Literacy, and Modern Languages

Maths and Numeracy

Drama and Music

Religious and Moral Education

Biology, Chemistry and Physics (Common Course)

Geography, History and Modern Studies (Common Course)

a thematic based, interdisciplinary learning programme that focuses on skill development. Themes include: DREAM; STEM; Sustainability and Enterprise and Employability

Personal Support

an opportunity to develop and reflect upon the skills required for learning, life and work

Digital literacy skills are embedded across all of our curriculum areas throughout the S1 experience. Digital technology is used to enhance and personalise learning across the curriculum.

Creative Design

Art & Design plays an important role inspiring our students to develop their creative talent and artistic skills. Teachers draw on a range of approaches to meet the needs of students through carefully planned and well paced learning experiences. There are opportunities for students to work collaboratively and independently developing both teamwork and independence. Within the curriculum classes explore design and the design process. Throughout this students are actively encouraged to self evaluate their own work allowing them to reflect on their strengths whilst planning next steps to enhance their skills. Art plays a vital role in developing creativity, visual expression and enabling students to communicate their thoughts and ideas through drawing, painting, collage and sculpture work. Throughout the department a culture of innovation and creativity inspires students to explore artists and designers and use this to inspire their own work.



Our S1 Design Technology Course provides a unique context for students to develop their knowledge, skills and understanding in a new and exciting environment. Through design, graphics and practical activities students develop their evaluation and analysis skills. They enhance problem solving skills through design tasks that they take from inception to completion. In graphics they learn a range of manual sketching and computer graphic techniques that broadens their understanding of design and develops confidence. In the practical setting accuracy and dexterity are the key skills, the workshop environment provides a new way of learning and exploring creativity through practical tasks. Throughout the department we create an environment that encourages, develops and nurtures self belief and allows the freedom to explore new ways of designing and creative thinking.

The word "DESIGN" is written in a stylized, colorful font. Each letter is composed of multiple overlapping colors and shapes, creating a vibrant and modern look.



Health and Wellbeing

Our S1 Home Economics course aims to develop students' life skills by promoting an awareness of hygiene, in relation to food, as well as nutrition and healthy eating principles, as outlined by the Eat Well Guide. Our course consolidates this knowledge and develops practical skills through progressive cookery sessions. Students will also experience textile work, learning the use of basic sewing equipment, including sewing machines, whilst creating a sports bag. Our lessons are designed to give students the opportunity to experience fun, fast-paced and creative work that will engage them in the development of critical life skills and encourage them to work independently and take responsibility for their learning.



In PSE our aim is for students to develop and review skills for learning, life and work.

These are imbedded through the following areas of work:

- Substance misuse
- Planning for choices and change
- Sexual health and relationships education
- Health and wellbeing (Mental, Emotional, Social and Physical)

These are delivered in a number of ways, including: Group work; discussion; visiting speakers and partner agencies; project work; self evaluation; target setting

Our S1 Physical Education courses focuses on the four key areas of learning:

Cognitive Skills, Physical Competencies, Personal Qualities and Physical Fitness. The course aims to develop students' knowledge, skills and understanding, so that they can perform with increasing competence and confidence in a range of physical activities. We offer a wide range of activities including team games, central nets games, gymnastics, dance and swimming. Through providing positive experiences, a lifelong interest in physical activity is encouraged, as well as promoting a positive attitude towards a healthy lifestyle.

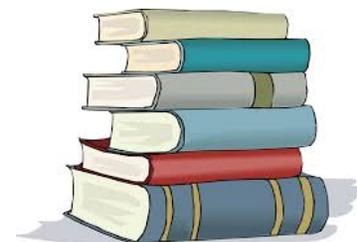


Languages

Our S1 English curriculum promotes the development of critical and creative thinking and the personal, interpersonal and team-working skills, which are so important in life and in the world of work.

Learning is planned and delivered to develop students' competence with their key literacy skills:

- Listening & Talking
- Reading
- Writing



Throughout S1 students will experience a rich variety of literature and develop their knowledge of language through the study of texts from a range of genres – including novel, poetry, drama and media. By engaging with a diverse selection of texts, and through regular visits to our community library, students will explore Scotland's rich literary heritage and develop their own understanding of how to select texts that bring both challenge and enjoyment.

Literacy is fundamental to all areas of learning, as it unlocks access to the wider curriculum. Being literate increases opportunities for the individual in all aspects of life. In S1 literacy is delivered across the school curriculum in a consistent manner through the PAL strategy to teach writing and talking, and analysing texts. The PAL strategy is employed to ensure students' understanding of Purpose, Audience, Language and Layout and how they can transfer their skills across all of their learning. The explicit teaching of literacy skills is undertaken in English and consolidated in other curricular areas, to enhance students' understanding of how and when they are developing these skills.

Our S1 Modern Languages Course focuses on French. Topics are taught in roughly six-week cycles and include : C'est perso (describing yourself and others); mon collège (my school); mes passetemps (free-time); ma zone (describing your environment); and partez! (holidays). By the end of first year, our young modern linguists will have covered the present and future tenses and met the conditional tense. They will also learn about life in France and other French-speaking countries. They will develop their talking, listening, reading and writing skills. They will have regular homework, much of which will be completed online, to consolidate in-class learning and provide challenge. Our team of dynamic and passionate teachers will be delivering a consistent experience across all classes, working throughout the Broad General Education phase on the assumption that all our S1 students will be achieving success in Modern Languages in national exams, so the pace of learning will be brisk. But we aim to make the learning experience fun, too. We feel that learning a Modern Language will prepare our students for life as global citizens by equipping them with highly-valuable transferable skills as well as a positive, open-minded attitude towards other people and their cultures . In the shorter term, though, learning a Modern Language develops 'soft' skills that will help our young linguists make progress in other areas of their schoolwork as we develop confidence and, communication and interpersonal skills. Learning another language also makes a big contribution to helping us understand our own language, so literacy skills are also enhanced.

Mathematics

Students will be taught CfE Level 3 with extension into Level 4 and consolidation at Level 2, where appropriate. Students' progress is reviewed throughout S1 as they engage in a variety of learning activities.

Mathematics course is divided into 3 broad areas of study.

Number, Money and Measure: working with whole numbers, decimals, fractions and percentages. We study negative numbers, multiples, factors, powers & roots. This section includes skills in personal finance, managing time and measure length, area and volume. The relationship between speed, distance and time is explored. We cover a variety of algebra skills including solving equations, working with expressions and using formula.

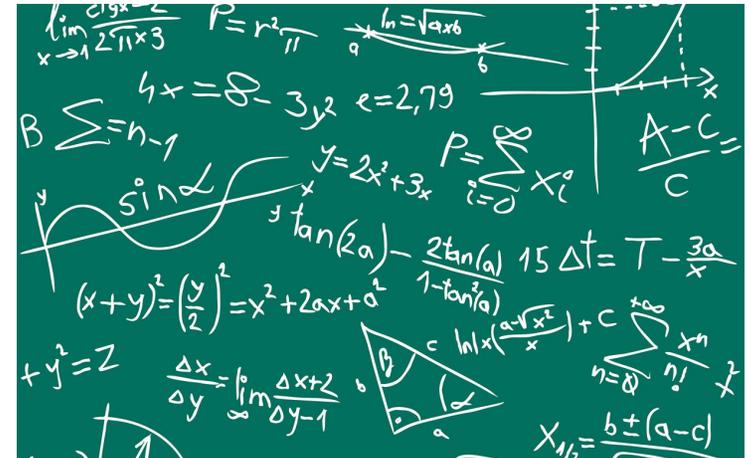
Shape, Position & Movement: covers the properties of 2D & 3D shapes, Pythagoras, coordinates, scale drawing and navigation.

Information Handling: includes collecting, interpreting and displaying data, analysing data and drawing conclusions & understanding probability.

Numeracy is embedded in the Mathematics curriculum with skills being transferred in students learning in various areas through out the curriculum.

The course supports students in their development of skills for life & work by:

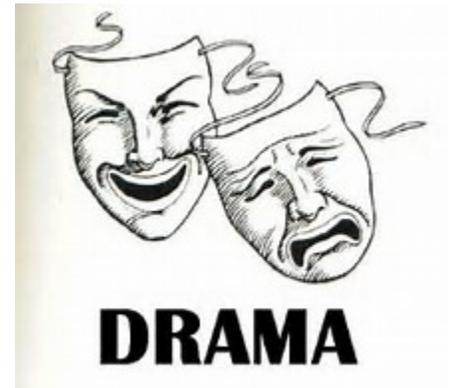
- Building confidence in Numeracy.
- Improving problem solving skills and levels of logical thought.
- Supporting lifelong learning through encouraging the development of skills in independent study.
- Developing personal responsibility by raising awareness of personal finance issues.
- Developing skills in working together through collaborative tasks and social goals.
- Encourage the appropriate use of ICT.
- Encourage clear, correct verbal and written communication in Mathematical language.



Performing Arts

Our S1 Drama Course focuses on development of practical creativity skills with development of communication and collaboration skills as all units are dominated by group work.

Students will explore topics of **trust, mime and movement, pantomime, bullying** and a **stimulus unit**. Throughout these units students will become aware of drama terminology and become very familiar with the 'drama process' of **creating – presenting – evaluating**. Although there are specific topics of exploration students have a great deal of personalisation and choice in how they will explore these aspects, and the journey they take to meeting success criteria.



Our S1 Music Course is based around building practical performing skills. Through these activities, students will develop confidence, improve instrumental competence, explore musical concepts and use their imagination to create musical ideas and compositions.



Students will learn new skills on **keyboard, guitar, bass guitar, tuned percussion** and **drumkit**. They will learn to read and write music notation, learn TAB notation, perform on different musical instruments both on their own and in group situations and compose their own music. Students can further develop their understanding and capacity to enjoy music through listening to musical performances. They will use ICT to enhance their performances and composition skills and to promote their understanding of how music works.

RMPS

In Religious, Moral and Philosophical Studies we encourage and challenge our students in order for them to reach their full potential. In RMPS, students can question, think about and discuss their own beliefs about life. We are keen for students to develop skills in critical and analytical thinking, together with philosophical questioning. We introduce students to the major world religions and other world views in order for them to express informed opinions. We also endeavour to cultivate a respect in our students for others, the world we live in, and themselves.

In order for students to achieve these aims, we use a variety of teaching methods. These include:

- Active and Visible Learning
- Cooperative Learning
- Film and Media
- Whole class discussions
- Individual and paired work

We also place an emphasis on developing literacy skills and highlight the importance of Health and Wellbeing.

Our courses in S1 have been developed to fulfil the experiences and outcomes for a Curriculum for Excellence by focusing on compassion, integrity, wisdom and justice. These values will permeate all of the topics, which include:

- Who am I?
- Ultimate Questions surrounding reality and the existence of God.
- Christianity (through true stories of people with faith and the connection with the film, Narnia).

Assessment is ongoing through each topic. In S1, a variety of informal assessment procedures take place. These include: observation of participation in whole class discussions, peer and self-assessment using rubrics, written work, storyboards, newspaper articles, mind maps and poster work.

At all times, we encourage students to reflect on the work they produce and feedback given to students will clearly indicate their “next steps” for improvement.



Social Studies

What is Social Studies?



People, place and environment

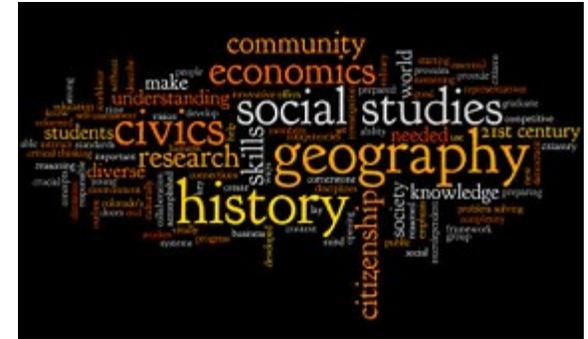
- Environment, landscape and people around the world.

People, past events and societies

- Events and people in the past, how they lived and how this has effected us in the present.

People in society, economy and business

- Recent political, social and economic issues at local national and international levels.



Which topics will we study in S1?

1. Mapping Challenge
2. Human Planet
3. The Ancient World
4. Scottish wars of Independence
5. Scotland and China
6. Human Rights

As well as increasing your **knowledge and understanding** about the world we live in you will develop a number of **key skills**.

- Describe
- Explain
- Make a reasoned judgment
- Make a comparison
- Analyse and evaluate
- Interpret