



Education Services



**Curriculum for Excellence**

**Hyndland Secondary School**

**S1 Course Outlines**

**A Guide for Parents**

# Rationale and Design of the curriculum.

In designing our curriculum Hyndland Secondary School has kept at the core of the development a commitment to the four capacities embedded within curriculum for Excellence and we remain committed to developing these capacities in all learners as they progress through each stage of school life: Successful Learners; Confident Individuals; Effective Contributors; Responsible Citizens.

The curriculum in Hyndland Secondary School embodies all aspects of school life and meets the commitment of Curriculum for Excellence to embody “the totality of all that is planned for children and young people throughout their education”

- Ethos and life of the school as a community
- Curriculum areas and subjects
- Interdisciplinary Learning
- Opportunities for Personal Achievement

We have also paid due diligence to the seven principles of curriculum design and ensures that they apply at all stages of learning, with different emphasis at different stages. These principles are

- Challenge and enjoyment
- Breadth
- Progression
- Depth
- Personalisation and choice
- Coherence and
- Relevance

Within the Broad General Education our curriculum is built around the Experiences and Outcomes for each curricular area. Literacy, Numeracy and Health and well-being are planned within learning across the curriculum. Where appropriate departments make connections across learning within the context of inter-disciplinary learning and the school has created a planning tool to help this process. In addition the school has developed a system for recognising and recording the many and various wider achievements of our young people. This process is currently being implemented across S1 and S2.

The following course outlines offer parents an overview of learning across the curricular areas and while it does not provide an exhaustive day to day outline of lessons and activities we hope it will provide a useful insight into our pupils' experiences in the various subjects across the school. We have also provided an indication of homework expectations within each area and possible support parents and carers can offer their children.

The following description is taken from “Building the Curriculum 3” advice from Scottish Government and has helped shape our curriculum.

### Values

Wisdom, justice, compassion, integrity  
The curriculum must be inclusive, be a stimulus for personal achievement and, through the broadening of experience of the world, be an encouragement towards informed and responsible citizenship.

### The curriculum: 'the totality of all that is planned for children and young people throughout their education'

- Ethos and life of the school as a community
- Curriculum areas and subjects
- Interdisciplinary learning
- Opportunities for personal achievement

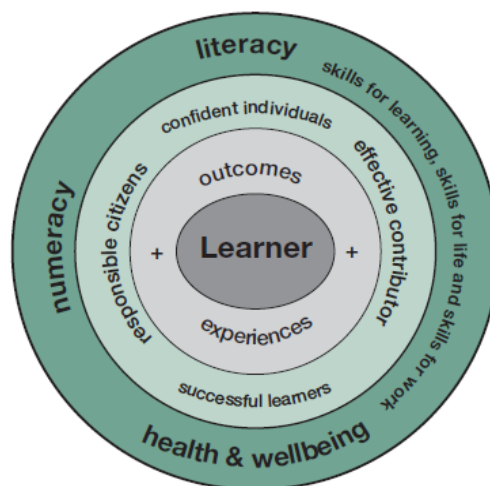
### Learning and teaching

- Engaging and active
- Setting challenging goals
- Shared expectations and standards
- Timely, accurate feedback
- Learning intentions, success criteria, personal learning planning
- Collaborative
- Reflecting the ways different learners progress

### Experiences and outcomes set out expectations for learning and development in:

- Expressive arts
- Languages and literacy
- Health and wellbeing
- Mathematics and numeracy
- Religious and moral education
- Sciences
- Social studies
- Technologies

Curriculum levels describe progression and development.



### All children and young people are entitled to experience

- a coherent curriculum from 3 to 18
- a broad general education, including well planned experiences and outcomes across all the curriculum areas. This should include understanding of the world and Scotland's place in it and understanding of the environment
- a senior phase which provides opportunities for study for qualifications and other planned opportunities for developing the four capacities
- opportunities for developing skills for learning, skills for life and skills for work
- opportunities to achieve to the highest levels they can through appropriate personal support and challenge
- Opportunities to move into positive and sustained destinations beyond school

### Personal Support

- review of learning and planning of next steps
- gaining access to learning activities which will meet their needs
- planning for opportunities for personal achievement
- preparing for changes and choices and support through changes and choices
- pre-school centres and schools working with partners


### Principles for curriculum design:


- Challenge and enjoyment
- Breadth
- Progression
- Depth
- Personalisation and choice
- Coherence
- Relevance


### Arrangements for


- Assessment
- Qualifications
- Self-evaluation and accountability
- Professional development

**to support the purposes of learning**


Department	Art & Design	S1 Course Outline	Hyndland Secondary School	
<p>Course Description</p> <p>The S1 Curriculum for Excellence develops essential experiences and outcomes for Art and Design and Literacy outlined for level 3. Each sequence will have very specific teaching aims, and should start with observational drawing or another form of research, leading on to some form of development, culminating in a final piece. Throughout all units pupils will develop essential skills and knowledge through analytical drawing. The following course covers line, shape, pattern, tone, texture &amp; colour. Also covered are drawing, painting, collage/mixed media, the design process and 3d/sculpture, Literacy Outcomes are also included. While some sequences will have a more emphasised approach to this area of study, each sequence should have an appropriate element. This should relate to the practical work pupils are doing in that particular sequence, and may include responses to Art and Design work, the lives of Artists and Designers, or evaluation of the pupils own work.</p>				
<p>Term Guide to course content and types of activities.</p>				
<p><b>Term 1</b> <b>August – October</b></p> <p><b>Expressive activity</b> <b>Introduction to line, colour painting and collage</b></p>	<p><b>Term 2</b> <b>October - December</b></p> <p><b>Design activity-</b> <b>Clay tile design</b></p>	<p><b>Term 3</b> <b>January - April</b></p> <p><b>Expressive activity</b> <b>The portrait - introduction to tone - leading to large scale expressive piece – using oil pastel or paint</b></p> <p>Looking at artists - includes responses to art work, and the lives of artists.</p>	<p><b>Term 4</b> <b>April – June</b></p> <p><b>Design activity-</b> <b>Jewellery design - plants, cells and pattern</b></p> <p>Pupils will work collaboratively with the science department on experiences which will help relate their learning to other areas of the curriculum and the wider world. This unit includes a trip to the botanic gardens.</p> <p>Looking at designers - includes responses to design, and the lives of designers.</p>	
<p>Guide to homework expectations and types of tasks</p>				
<p><b>Type of Tasks</b></p> <p>Homework is a natural extension to the work undertaken in class. It will involve drawing, researching, investigating and other information gathering techniques. Written tasks such as word banks may also be issued and where relevant and within the pupils ability; critical activity.</p>	<p><b>Frequency</b></p> <p>Homework issued every 1-2 weeks – Tasks should take up to 30 minutes.</p>	<p><b>Activity</b></p> <p>Pupils will be set tasks as appropriate by their teacher as set out in “Type of Tasks” – a note of this will be recorded in the pupil’s homework diary.</p>	<p><b>How can parents help?</b></p> <p>Parents can help ensure their children make time for their Art &amp; Design homework. They can look over their drawings with them, and they can check over any written tasks. Parents can also encourage their children to use their homework planners well. Occasionally pupils will be asked to bring in cuttings from <u>used</u> newspapers and magazines – they will be asked to consult their parents first to ensure that they are not cutting up any valuable books!</p>	

Department	Business and Computing	S1 Course Outline	Hyndland Secondary School	
Course Description				
In S1 pupils will gain experience, knowledge and skills in using digital technologies to support their learning across the school. Digital Literacy skills are a crucial factor in any young person’s education and are vital in the world of work. Pupils will develop their computational thinking skills to support problem solving and serve as an introduction to compute systems and programming. Learners will also gain skills in using different software for a range of purposes. They will also learn about ethical trade and financing in a business context. The work completed in S1 will be built upon into S2.				
Guide to course content and types of activities – In S1 pupils come two periods a week for half the year, either August to December or January to June				
<b>Block 1</b> <b>August – October or January -March</b>  In the first half of the session pupils will learn about and have practical experience with a variety of software and hardware and how it can be used in a wide range of scenarios, developing skills in Digital Literacy to support their education across the school. They will begin by learning about the school network, covering access rights and responsibilities. We will look at how information is managed by computers through the use of the Internet and the WWW – as well as how they can protect themselves on the internet. Pupils will also begin to explore computational thinking skills and how they can be used generally to support problem solving		<b>Block 2</b> <b>November – December or April - June</b>  In the second half of their time in S1 the young people will learn about the ethics of business practices in a global context and how Fairtrade practices affect people’s lives and how Global Trade impacts on our day to day life. Through this they will develop and be able to describe entrepreneurial skills and how they can be applied in a number of contexts. Again pupils will be able to use a range of software in order to demonstrate how they can work more efficiently using digital technologies. Pupils will also learn the value of data and information, and understand how their data may be used by organisations.		
Guide to homework expectations and types of tasks				
<b>Type of Tasks</b>  Homework tasks will generally take the form of pupil research, especially into real-life examples of things that we have been looking at in class	<b>Frequency</b>  Once or twice per term	<b>Activity</b>  As stated in the tasks	<b>How can parents help?</b>  Making Internet access available is usually useful. Real life examples of products are good	


Department	Drama	S1 Course Outline	Hyndland Secondary School	
<p>Course Description</p> <p>The S1 Curriculum for Excellence course in Drama allows young people to develop their Voice, Language and Movement skills in response to a diverse range of stimuli. Pupils will be encouraged to develop increased levels of confidence and responsibility and increase their Knowledge and Understanding of Drama skills including Mime, Movement, Voice, Language and Role-play. This will be experienced in different contexts and will further develop their communication and collaboration skills. The key areas of assessment will be in Creating, Presenting and Evaluating. Assessment in Drama will take a variety of forms including individual response, group work, group presentations, evaluations-both written and practical, various individual writing tasks and continuous formative assessment. Young people will regularly receive feedback on areas of strength and areas for future development. They will engage in active learning enabling the opportunity for achievement.</p>				
Term Guide to course content and types of activities.				
<p><b>Term 1</b> <b>August – October</b></p> <ul style="list-style-type: none"> <li>• Mime</li> <li>• Presenting Skills</li> </ul> <p>Pupil Record of Work Profiles Individual, Paired and Group Activity Observation Group Presentation Written and Practical Evaluation Self and Peer Assessment Grids</p>	<p><b>Term 2</b> <b>October - December</b></p> <ul style="list-style-type: none"> <li>• Movement Stylised Naturalistic</li> <li>• Stage Fighting</li> </ul> <p>Pupil Record of Work Profiles Individual, Paired and Group Activity Observation Group Presentation Written and Practical Evaluation Self and Peer Assessment Grids</p>	<p><b>Term 3</b> <b>January - April</b></p> <ul style="list-style-type: none"> <li>• Voice (Beginning of unit)</li> <li>• Role-play</li> </ul> <p>Pupil Record of Work Profiles Individual and Paired Activity Observation Group Presentation Written and Practical Evaluation Self and Peer Assessment Grids</p>	<p><b>Term 4</b> <b>April – June</b></p> <ul style="list-style-type: none"> <li>• Introduction to Theatre Arts</li> <li>• Introduction to Improvisation Spontaneous</li> </ul> <p>Pupil Record of Work Profiles Individual and Paired Activity Observation Group Presentation Written and Practical Evaluation Self and Peer Assessment Grids</p>	
Guide to homework expectations and types of tasks				
<p><b>Type of Tasks</b></p> <p>Creating Tasks Research Observation Tasks Rehearsal Sourcing and Creating Theatre Arts Study of Terminology</p>	<p><b>Frequency</b></p> <p>As required</p>	<p><b>Activity</b></p> <p>Pupils should spend time reflecting on work being completed in class. Pupils should prepare for presentation</p>	<p><b>How can parents help?</b></p> <p>Parents can help ensure their children make time for their Drama homework. They can check over their writing with them, observe and feedback on rehearsal. Parents can also encourage their children to use their homework planners well. Parents can help with Creating and Sourcing Theatre Arts</p>	


Department	English	S1 English	Hyndland Secondary School		
<b>Course description:</b> The S1 English course is designed to foster improvement in the key skills related to Listening and Talking, Reading and Writing.					
August – October		October – December	January-March	April-May	
<p>The year will begin with introductory activities (usually involving <b>Listening and Talking</b> or <b>Writing</b>) designed to introduce pupils to the school, and to their classmates.</p> <p>As they undertake <b>Text Studies</b>, S1 pupils will read or watch a text, participate in activities related to the text designed to deepen their understanding and then critically analyse and evaluate the text. As they do this, pupils will learn to:</p> <ul style="list-style-type: none"><li>Discuss and evaluate the effectiveness of key concepts</li><li>Identify and comment on the text’s theme</li><li>Identify and comment on the writer’s use of language</li></ul> <p>Pupils are likely to be involved in <b>Listening and Talking</b> activities, such as whole class discussion, group discussion, and individual talk.</p> <p>Opportunities for <b>Individual Talk</b> will be numerous, and arise organically out of class work. Pupils will be involved in:</p> <ul style="list-style-type: none"><li>The preparation of appropriate and engaging content (through research or reflection)</li><li>Learning to speak clearly, fluently and confidently before an audience</li><li>Learning to use techniques to engage the audience through use of language, and effective delivery (tone of voice, gesture, pace, etc.).</li></ul> <p>Opportunities for <b>Group Discussion</b> will, again, be numerous, and arise organically out of class work. It is likely that, as part of the <b>Creative Writing</b> programme of work or one of the two <b>Text Studies</b>, pupils will undertake more formal group discussion. This will involve:</p> <ul style="list-style-type: none"><li>Reflecting on/ researching the topic of discussion to clarify thinking</li><li>Offering opinions or ideas appropriate to the topic</li><li>Listening to the contributions of others and taking these into account when making further contributions of their own.</li></ul>		<p>It is likely that a continuing work on the first <b>Text Study</b> will be undertaken. For details of content - see Aug -October.</p> <p>It is likely that further work in either <b>Discursive Writing</b> or <b>Creative Writing</b> will be undertaken, perhaps using the literature encountered in Text Studies as a stimulus. In S1, the main focus of <b>Discursive Writing</b> will be <b>Informative Writing</b>. To perform successfully, here, pupils must learn to:</p> <ul style="list-style-type: none"><li>Use different sources (such as the internet or books from the school library) to compile relevant and interesting information on their chosen topic</li><li>Make and organise notes from these sources</li><li>Write in a clear and informative way about their chosen topic</li><li>Accurately apply technical skills in their writing</li><li>Use sources appropriately.</li></ul> <p>Types of <b>Creative Writing</b> include imaginative pieces or reflective writing. In S1, we will focus on <b>Imaginative Writing</b>. Pupils will write their own imaginative piece in a particular genre, such as prose fiction, drama, poetry, etc. To do so successfully, they will:</p> <ul style="list-style-type: none"><li>Identify and discuss, through various textual stimuli, the convention of the chosen genre</li><li>Adhere to the conventions n an imaginative piece of their own</li><li>Depending on the genre, use structure effectively by creating an engaging pilot</li><li>Depending on the genre, create and write about interesting and engaging characters</li><li>Depending on the genre, draft detailed settings where the various stages of the plot will unfold</li><li>Accurately apply technical skills in their writing.</li></ul> <p>Pupils will be engaged in <b>Close Reading/Textual Analysis</b>. As they begin the study of <b>Close Reading/Textual Analysis</b>, S1 pupils will learn to:</p> <ul style="list-style-type: none"><li>Show their understanding of the main and more complex ideas in various forms of text</li><li>Analyse features of the language in various forms of text</li><li>Evaluate aspects of the texts they read, perhaps identifying bias or persuasion.</li></ul>		<p>It is likely that a second <b>Text Study</b> will be undertaken. This will be in a genre different to the first.</p> <p>It is likely that further work in <b>Discursive Writing</b> or <b>Creative Writing</b> (the chosen genre depending on work undertaken in previous terms/programmes of work) will be ongoing. Again, directed <b>Listening and Talking</b> activities are likely to arise organically out of classwork in other programmes of study. <b>Close Reading/Textual Analysis</b> will continue</p>	<p>It is possible that a further <b>Text Study</b> might be undertaken, and that related work in <b>Close Reading</b>, and/or in <b>Discursive or Creative Writing</b> and/or in <b>Listening and Talking</b> will also be ongoing.</p> <p>Pupils will also take part in transition assessment</p>
Throughout the session, pupils will be involved in a programme of <b>Personal Reading</b> , each class having timetabled access to the school library. As they take part in the <b>Personal Reading</b> scheme, S1 pupils will select (using class libraries and scheduled visits to the school library) and read fiction and non-fiction texts of their own choice, thereby developing their literacy skills by reading progressively more complex texts in a wide variety of genres.					
<b>Assessment &amp; Folio Deadlines</b>					
August – October		October – December	January – March	April - May	
Assessment is ongoing, and will be of the work undertaken in each programme of study. It will be holistic, based not only on “Good Work” assessment pieces, but on pupil performance in other activities carried out in the course of class work.					
<b>Homework &amp; Revision</b>					
Type of Tasks	Frequency	Activity	How can parents help?		
<ul style="list-style-type: none"><li>Continuation of work started in class/extension work related to text studies and reading in general.</li><li>Continuation of work started in class/extension work related to writing.</li><li>Personal reading</li><li>Independent research</li></ul>	As appropriate, according to current classroom focus.	<ul style="list-style-type: none"><li>This may include critical essay work or work in other types of critical response, or other directed activities related to the text.</li><li>This may include preparatory or planning tasks for writing pieces to be undertaken in class, or the completion of pieces begun in class.</li><li>All pupils should be involved in a programme of independent reading - related to their interests - in order to improve language skills.</li><li>Pupils will frequently be asked to prepare for lessons or programmes of study in other areas by looking into aspects of the topic.</li></ul>	By ensuring that pupils adhere to deadlines, that pupils have given genuine consideration to formative comments made by class teachers before submitting work, that a thorough proof-reading of work has been undertaken prior to submission, that pupils have the opportunity to practise talk tasks before assessment in class, that pupils receive help - where appropriate - with any required research, and that pupils are encouraged to read widely at home.		




Department	Modern Languages 2017-18	S1 French Course Outline	Hyndland Secondary School	
<p>Course Description</p> <p>Language is at the core of thinking. Learners reflect, communicate and develop ideas through language. The course provides learners with the opportunity to develop skills in listening and talking, reading and writing, which are essential for learning, work and life; to use different media effectively for learning and communication; and to develop understanding of how language works. S1 pupils will continue to develop on modern languages outcomes and experiences from Primary 7, gaining a deeper understanding of core vocabulary and key grammar points. The S1 course is designed to challenge and encourage pupils to be global citizens through enhancing their understanding and enjoyment of other cultures and their own through discussion, ICT, genuine resources and Moving Image Education. Pupils will be working at level 2 and level 3. Pupils also have access to Linguascope the interactive language learning site.</p>				
Guide to course content and types of activities.				
<p><b>August-November Self</b></p> <ul style="list-style-type: none"> <li>Classroom commands</li> <li>Greetings, Name</li> <li>Age, numbers 1-100</li> <li>Alphabet</li> <li>Days Months</li> <li>Birthday Colours</li> <li>Weather</li> </ul> <p><b>SEPT WEEKEND</b></p> <ul style="list-style-type: none"> <li>Family</li> <li>Possessive adjectives</li> <li>Personal description –</li> <li>Nationalities and countries</li> <li>Pets</li> <li>Avoir Être</li> <li>Adjectival agreements</li> </ul> <p><b>Formal tracking activity SAL:</b> Reading exercise on personal information <b>KAL:</b> adjectives avoir etre</p>	<p><b>November- January School</b></p> <ul style="list-style-type: none"> <li>school items</li> <li>subjects</li> <li>opinions</li> <li>time</li> <li>timetable</li> <li>activities in school</li> <li>uniform</li> <li>er verbs</li> <li>verb faire</li> </ul> <p><b>Formal tracking activity SAL:</b> listening exercise and writing</p>	<p><b>February-March Leisure</b></p> <ul style="list-style-type: none"> <li>Sports</li> <li>Hobbies</li> <li>Weekend activities</li> <li>Likes and dislikes</li> <li>Present tense</li> <li>Jouer au</li> <li>Faire de la etc</li> <li>Aller au / à la / à l'</li> <li>Revision of weather</li> <li>Aimer + infinitive</li> </ul> <p><b>Formal tracking activity SAL:</b> Talking</p> <p><b>Formal activity:</b> Grammar</p>	<p><b>April – June Chez moi</b></p> <ul style="list-style-type: none"> <li>Where you live</li> <li>Describing your home</li> <li>Rooms in the house</li> <li>Describing your bedroom</li> <li>Furniture</li> <li>Prepositions</li> <li>Saying what you usually do in the rooms</li> <li>Il y a / Il n'y a pas de</li> <li>Nous form of verbs</li> <li>Près de</li> <li>Habiter</li> </ul>	
Guide to homework expectations and types of tasks				
<p>Type of Tasks</p> <ul style="list-style-type: none"> <li>Revising key vocabulary from topics list.</li> <li>Preparing for class assessments/profiling tasks in listening, reading and writing.</li> <li>Revising important grammar points and knowledge about language.</li> <li>Revising for end of class vocabulary checks/tests</li> </ul>	<p>Frequency</p> <p>Pupils will receive homework on a regular basis and should expect to complete about 40 minutes of homework each week.</p>	<p>Activity</p> <ul style="list-style-type: none"> <li>Homework will always be based on work done in class and help sheets with key vocabulary will be issued.</li> <li>Homework may also be revising key vocabulary and grammar points.</li> <li>Pupils may be asked do individually research cultural aspects of the language they are studying.</li> </ul>	<p>How can parents help?</p> <ul style="list-style-type: none"> <li>Parents can help their children by ensuring that time is set aside to revise vocabulary and grammar on a regular basis at home and ensuring pupils are using their homework planners.</li> <li>Before assessments, parents can check over work by testing their children</li> <li>Encourage the use of Linguascope and other web based language learning sites.</li> </ul>	



Department	HFT 2017-2018	S1 Course Outline	Hyndland Secondary School	
<b>Course Description</b> The S1 Health and Food technology course allows pupils develop on their practical skills in food enabling them to become more independent in their learning and apply knowledge gained in other subjects in a different context. The course reinforces literacy, numeracy and health and well being as well as giving pupils all food and health/ technology experiences and outcomes for level 3. Young learners are constantly given the opportunity to be responsible and independent, both during practical and written activities. Pupils are continually assessed through the year and given continual feedback on their learning as well as having continual opportunities to self assess their own learning and identify their targets.				
Term Guide to course content and types of activities (by no means comprehensive) Pupils will come in a rotation system either Aug-Jan or Jan-June				
<b>August - January</b>  <u><b>Our Food Journey</b></u>  Food hygiene and risk management. The food experience From farm to fork Design in Food Technology  <u>Introduction to working in a practical food room. Health and Safety Practices</u> <u>Manufacture of a range of food products:</u>  <u>Range of specialist skills:</u> use of knife/chopping/boiling/shallow frying/using microwave, hob, oven /measuring/ use of electrical equipment. Self and peer assessment		<b>January - June</b>  <u><b>Our Food Journey</b></u>  Food hygiene and risk management. The food experience From farm to fork Design in Food Technology  <u>Introduction to working in a practical food room. Health and Safety Practices</u> <u>Manufacture of a range of food products:</u>  <u>Range of specialist skills:</u> use of knife/chopping/boiling/shallow frying/using microwave, hob, oven /measuring/ use of electrical equipment. Self and peer assessment		
PLEASE NOTE A CHARGE OF £1 PER LESSON INVOLVING FOOD TASTING OR MANUFACTURE WILL BE REQUIRED AS WELL AS A TUB TO CARRY FOOD HOME				
<b>Type of Tasks</b>  Evaluation of bread – link with English Leaflet / Case Study re food safety Sensory Evaluation Watching TV adverts and analysing results with some numeracy task Practical food tasks Tasting panel	<b>Frequency</b>  3 formal pieces of homework are set 1. food safety 2. food issues 3. make a meal at home Tasks should last approx 60mins	<b>Activity</b>  All practical work should be encouraged at home to build confidence with knives/ the use of the cooker and washing and tidying up.	<b>How can parents help?</b>  Parents can help by ensuring their child makes appropriate time for HFT homework. Home work tasks should be checked every time and signed as appropriate to say it has been checked. All homework tasks should provoke a meaningful discussion between parents and pupils.  Parents can ensure all homework has been fully attempted and written work ties in with skills being covered in English.	

Department	Mathematics	S1 Course Outline	Hyndland Secondary School 								
<p><b>Course Description</b></p> <p>The S1 Curriculum for Excellence courses in Mathematics allow young people to further develop their numerical and mathematical skills through the study of a wide range of topics. Throughout the session pupils will experience a variety of teaching and learning approaches including direct teaching, pair and group work, problem solving and practical activities. Assessment will be ongoing throughout the session. Pupils will be assessed informally by their performance in group tasks, their responses to class questioning and results of project work as well as formally through end of topic tests and cumulative assessments. Young people will receive regular feedback on areas of strength and areas for future development.</p>											
<p><b>Term Guide to course content - Third into Fourth Level</b></p> <table border="1"> <thead> <tr> <th data-bbox="62 480 528 544"> <b>Term 1</b>  <b>August – October</b> </th><th data-bbox="528 480 1032 544"> <b>Term 2</b>  <b>October - December</b> </th><th data-bbox="1032 480 1583 544"> <b>Term 3</b>  <b>January - April</b> </th><th data-bbox="1583 480 2177 544"> <b>Term 4</b>  <b>April – June</b> </th></tr> </thead> <tbody> <tr> <td data-bbox="62 544 528 1254"> <p>Negative Numbers and Coordinates including</p> <ul style="list-style-type: none"> <li>Revision of neg. nos. +, -, x, / (including problems in context).</li> <li>Coordinates in all 4 quadrants</li> <li>Reflection in x &amp; y axes (Ext - other lines)</li> </ul> <p>Algebra - Expressions and Equations including</p> <ul style="list-style-type: none"> <li>Collecting like terms.</li> <li>Expanding brackets and simplifying expressions.</li> <li>Evaluating substitutions.</li> <li>Constructing equations.</li> <li>Solving equations and inequalities with brackets and variables on both sides</li> <li>eg. <math>3(x + 2) = 18</math></li> <li><math>7x - 5 &lt; 2x + 10</math></li> </ul> </td><td data-bbox="528 544 1032 1254"> <p>Fractions including</p> <ul style="list-style-type: none"> <li>Equivalent fractions.</li> <li>Simplifying fractions.</li> <li>Mixed numbers / Improper fractions.</li> <li>Adding and subtracting fractions.</li> <li>Multiplying and dividing fractions.</li> <li>Solving problems in context.</li> </ul> <p>Angles including</p> <ul style="list-style-type: none"> <li>Naming and measuring angles.</li> <li>Angles in a straight line, round a point and in a triangle.</li> <li>Corresponding, alternate and vertically opposite angles</li> <li>(Ext.-complementary / supplementary / interior / exterior angles)</li> </ul> </td><td data-bbox="1032 544 1583 1254"> <p>Speed, Distance and Time including</p> <ul style="list-style-type: none"> <li>Revision of 12 / 24 hour clock times.</li> <li>Calculating time intervals.</li> <li>Impact of time management.</li> <li>Calculating speed, distance and time (including the use of decimals).</li> <li>Distance–time graphs.</li> <li>Solving problems in context.</li> </ul> <p>Decimals, Fractions and Percentages including</p> <ul style="list-style-type: none"> <li>Adding, subtracting, multiplying and dividing decimals.</li> <li>Rounding to any number of decimal places.</li> <li>Percentage calculations.</li> <li>Establishing equivalence between fractions, decimals &amp; 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Department	Mathematics	S1 Course Outline	Hyndland Secondary School 
Term Guide to course content – Third Level			
<p style="text-align: center;"><b>Term 1</b> <b>August - October</b></p> <p>Negative Numbers and Coordinates including Revision of neg. nos. +, -, x, / (including problems in context). Coordinates in all 4 quadrants. Reflection in x &amp; y axes (Ext - other lines)</p> <p>Algebra - Expressions and Equations including Collecting like terms. Expanding brackets and simplifying expressions. Evaluating substitutions. Constructing equations. Solving equations e.g. <math>7x - 5 = 16</math> <math>3(x + 2) = 18</math></p>	<p style="text-align: center;"><b>Term 2</b> <b>October - December</b></p> <p>Fractions including Equivalent fractions. Simplifying fractions. Mixed numbers / Improper fractions. Adding and subtracting fractions (Ext. –multiplying). Solving problems in context.</p> <p>Angles including Naming and measuring angles. Angles in a straight line, round a point and in a triangle. Vertically opposite angles</p>	<p style="text-align: center;"><b>Term 3</b> <b>January - April</b></p> <p>Speed, Distance and Time including Revision of 12 / 24 hour clock times. Calculating time intervals (eg from timetables, television programmes). Calculating speed, distance and time (including the use of decimals). Simple distance–time graphs. Solving problems in context.</p> <p>Decimals, Fractions and Percentages including Adding, subtracting, multiplying and dividing decimals. Rounding to any number of decimal places. Percentage calculations. Establishing equivalence between fractions, decimals &amp; percentages. Solving problems in context using the most appropriate strategy.</p> <p>Money including Wages and salaries. Wage rises and bonuses. Commission. Overtime. Gross and net pay.</p>	<p style="text-align: center;"><b>Term 4</b> <b>April – June</b></p> <p>Area and Perimeter including Square, rectangle, triangle, circle, rhombus, kite, parallelogram and trapezium. Area of composite shapes.</p> <p>Symmetry including Line symmetry – vertical, horizontal and diagonal. Rotational symmetry. Tiling.</p> <p>Volume including Cube, cuboid, triangular prism and cylinder. Volume of composite shapes. Conversion between units – <math>\text{cm}^2</math>, ml, l.</p> <p>Commonwealth Games Project - IDL Research into individual countries. Gathering data. Frequency tables. Interpreting and displaying information – graphs. Mean, mode, median and range.</p>

<b>Department</b>	<b>Mathematics</b>	<b>S1 Course Outline</b>	Hyndland Secondary School
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Term Guide to course content – Second into Third Level

<b>Term 1</b> <b>August – October</b>	<b>Term 2</b> <b>October - December</b>	<b>Term 3</b> <b>January - April</b>	<b>Term 4</b> <b>April – June</b>
<p>Negative Numbers and Coordinates including</p> <ul style="list-style-type: none"> <li>Negative numbers in context.</li> <li>Simple addition and subtraction of negative numbers.</li> <li>Coordinates in 1<sup>st</sup> quadrant.</li> <li>(Ext. Coordinates in all 4 quadrants.</li> </ul> <p>Algebra - Expressions and Equations including</p> <ul style="list-style-type: none"> <li>2 step number machines.</li> <li>Collecting like terms.</li> <li>Solving equations eg. <math>7x - 5 = 16</math></li> <li>Solving simple inequalities.</li> </ul>	<p>Fractions, Decimals and Percentages including</p> <ul style="list-style-type: none"> <li>Converting percentages to fractions.</li> <li>Simplifying fractions.</li> <li>Calculating percentages of a quantity.</li> <li>Calculating simple fractions of a quantity.</li> </ul> <p>Angles including</p> <ul style="list-style-type: none"> <li>Naming, measuring and drawing angles.</li> <li>Identifying types of angles – acute, right, obtuse, straight, reflex.</li> <li>Angles in a straight line and round a point.</li> <li>Complementary angles.</li> <li>Drawing triangles using a compass, ruler and protractor.</li> </ul>	<p>Time including</p> <ul style="list-style-type: none"> <li>Revision of 12 / 24 hour clock times. Calculating time intervals (eg from television programmes).</li> <li>Reading timetables.</li> <li>Adding and subtracting time intervals.</li> <li>Minutes, seconds and stopwatches.</li> <li>Solving problems in context.</li> </ul> <p>Whole Number and Decimal Calculations including</p> <ul style="list-style-type: none"> <li>Place value</li> <li>Multiplying and dividing whole numbers by multiples of 10, 100 and 1000.</li> <li>Rounding to the nearest 10, 100 and 1000.</li> <li>Order of operations (BOMDAS).</li> <li>Reading decimal scales.</li> <li>Rounding decimals</li> <li>Adding and subtracting decimals.</li> <li>Multiplying and dividing decimals by 10, 100 and by a single digit.</li> <li>Solving problems in context.</li> </ul> <p>Money including</p> <ul style="list-style-type: none"> <li>Bank cards – debit &amp; credit.</li> <li>Budgeting.</li> <li>Profit and loss.</li> <li>Discount.</li> <li>Hire purchase.</li> <li>Foreign exchange.</li> <li>Solving problems in context.</li> <li>Best deals.</li> </ul>	<p>Area and Perimeter including</p> <ul style="list-style-type: none"> <li>Square, rectangle and triangle.</li> <li>Area of simple composite shapes.</li> </ul> <p>Symmetry including</p> <ul style="list-style-type: none"> <li>Line symmetry – vertical, horizontal and diagonal.</li> <li>Tiling.</li> </ul> <p>Volume including</p> <ul style="list-style-type: none"> <li>Cube and cuboid.</li> <li>Estimating volume (ml / l).</li> </ul> <p>Commonwealth Games Project - IDL</p> <ul style="list-style-type: none"> <li>Research into individual countries.</li> <li>Gathering data.</li> <li>Frequency tables.</li> <li>Interpreting and displaying information – graphs.</li> <li>Mean and range.</li> </ul>

Guide to homework expectations and types of tasks

<b>Type of Tasks</b>	<b>Frequency</b>	<b>Activity</b>	<b>How can parents help?</b>
<p>Completion of textbook exercises and tasks started in classes.</p> <p>Completion of formal homework exercises.</p> <p>Research activities.</p> <p>Revision for assessments.</p>	<p>Up to 1 hour per week.</p>	<p>Pupils should spend time reflecting on work covered in class.</p> <p>Time should be set aside for formal homework tasks.</p>	<p>Parents can help ensure their children make time for their maths homework.</p> <p>They can encourage them to revise the work covered in class each day.</p> <p>They can check over their working with them.</p> <p>Parents can also encourage their children to use their homework planners well.</p>

Department	Music	S1 Course Outline	Hyndland Secondary School	
<p>Course Description</p> <p>The S1 course allows learners to develop music skills through singing, instrumental playing, listening and creative tasks, including improvisation and composing. As well as using classroom instruments (recorder, tuned percussion, electronic keyboard), those who play other instruments are encouraged to bring these in to use in class. Through the various activities, young people are encouraged to work in different contexts – individually, in small groups and as a whole class. Pupils are regularly involved in the assessment of their own and other pupil performances. Additionally, pupils can apply to receive small group instrumental lessons from our specialist team of Instrumental Staff. We run an extensive range of music groups after school and during lunchtimes – these afford all pupils the opportunity to be involved in ensemble playing and singing outwith the context of the classroom.</p>				
Term Guide to course content and types of activities.				
<p><b>Term 1</b> <b>August – October</b></p> <p>Class singing</p> <p>Class ensemble playing</p> <p>Introduction to music notation both through performing and written worksheets</p> <p>Listening Unit – “Sounds like Fun” &amp; String Instruments</p>	<p><b>Term 2</b> <b>October - December</b></p> <p>Class ensemble playing – continued</p> <p>Further work on music notation</p> <p>Listening Unit – String &amp; Woodwind Instruments</p>	<p><b>Term 3</b> <b>January - April</b></p> <p>Introduction to Solo Keyboard playing</p> <p>Class ensemble playing including improvisation</p> <p>Listening Unit – Woodwind &amp; Brass Instruments</p>	<p><b>Term 4</b> <b>April – June</b></p> <p>Solo Keyboard playing including composing</p> <p>Listening Unit – Brass &amp; Percussion Instruments</p>	
Guide to homework expectations and types of tasks				
<p><b>Type of Tasks</b></p> <p>Consolidation of Music Notation</p> <p>Individual Instrumental Practice</p>	<p><b>Frequency</b></p> <p>Occasional – roughly two or three times per term</p> <p>As required</p>	<p><b>Activity</b></p> <p>Completion of notation worksheets relating to music performed in class.</p> <p>Pupils receiving instrumental lessons should set time aside for daily practice. Additionally, all pupils with access to an instrument can request copies of materials used in class to work on at home.</p>	<p><b>How can parents help?</b></p> <p>Parents can assist by helping their child to organise appropriate time for music homework whether it be instrumental practice or tasks related to classwork.</p> <p>Additionally, pupils should be encouraged to listen to a wide variety of musical styles at home.</p> <p>Useful website: <a href="http://www.bbc.co.uk/orchestras/learn/">http://www.bbc.co.uk/orchestras/learn/</a></p>	

Department	PSE	S1 Course Outline	Hyndland Secondary School	
<p><b>Course Description</b></p> <p>In S1, PSE is an integral part of all pupils' broad general education. The course aims to develop learning in a range of Health and Well Being topics, with particular focus on :</p> <div> <div>Mental, emotional, social and physical wellbeing Planning for choices and changes</div> <div>Health Study Skills</div> <div>Sexual Health and Wellbeing Substance misuse</div> <div>Citizenship</div> </div> <p>Listening, discussion and group work are key components of the course; all learners are encouraged to communicate and share their opinions in a constructive and respectful manner, as part of the journey to becoming successful learners, confident individuals, responsible citizens and effective contributors. Pupils will also learn to regularly evaluate their performance across the curriculum, with the support of regular contact from their Pastoral Care Teacher to plan effectively for improvement and attainment. Target-setting will form an integral part of the course.</p>				
<b>Guide to course content and types of activities.</b>				
<p><b>August – October</b></p> <ul style="list-style-type: none"> <li>Settling into Hyndland Secondary</li> <li>Making new friends</li> <li>Code of Conduct and classroom rules</li> <li>Using School Planners</li> <li>Junior Councils and Class Representatives</li> <li>Team Building and preparation for Loch Eil Trip</li> <li>Road and Rail Safety</li> <li>Firework Safety</li> </ul>	<p><b>October – December</b></p> <ul style="list-style-type: none"> <li>Relationships: friendships, self-esteem</li> <li>Anti-bullying</li> <li>Target Setting: review of progress and setting targets</li> </ul>	<p><b>January – March</b></p> <ul style="list-style-type: none"> <li>Careers: my skills and personal qualities</li> <li>Social Wellbeing and Citizenship</li> <li>Internet Safety</li> <li>Health: drugs and the Law, smoking and alcohol</li> </ul>	<p><b>April - June</b></p> <ul style="list-style-type: none"> <li>Sexual Health and Relationships Education (SHRE)</li> <li>Rights and Responsibilities</li> <li>Assertiveness</li> <li>Evaluation, reflection, target Setting for S2 using S1 Reports</li> </ul>	
<b>Guide to homework expectations and types of tasks</b>				
<p><b>Type of Tasks</b></p> <p>Most topics require pupils to reflect on their learning, encouraging them to build on learning through independent study and research. At times, pupils may work collaboratively to prepare presentations for class presentations, Year Group and House assemblies.</p> <p>The SHRE programme has a pupil-parent booklet and parents are encouraged to work through this with youngsters to review and consolidate classroom activities.</p>	<p><b>Frequency</b></p> <p>Fortnightly</p>	<p><b>Activity</b></p> <p>Activities may involve independent research across a range of media, discussion with parents, and self-reflection.</p>	<p><b>How can parents help?</b></p> <p>Homework is an essential part of learning. Parents can help ensure their children make time for it. They can discuss topics featured in class, suggest strategies and appropriate areas for further research.</p> <p>Parents can regularly discuss improvements in their child's work across the curriculum as well as checking that homework planners are being used regularly and effectively. Parents are encouraged to sign and comment in Planners.</p> <p>Where possible, provide and supervise appropriate internet access for research.</p>	

Department	Physical Education 2017-2018	S1 Course Outline	Hyndland Secondary School
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### Course Description

The S1 Curriculum Course in PE allows our young people to develop the knowledge, skills, attributes and capabilities of the four capacities of Curriculum for Excellence. It is designed to provide the breadth and depth of education to develop flexible and adaptable young people with the knowledge and skills they will need to thrive now and in the future. It aims to support young people in achieving and attaining the best they possibly can.


Guide to course content and types of activities.


<b>“Thinking Me”</b> <b>Cognitive Skills</b>	<b>“Skilled Me”</b> <b>Physical Competencies</b>	<b>“Fit Me”</b> <b>Physical Fitness</b>	<b>“Social Me”</b> <b>Personal Qualities</b>
<ul style="list-style-type: none"> <li>• <b>Decision Making</b></li> <li>• <b>Focus and Concentration</b></li> <li>• <b>Problem Solving</b></li> <li>• <b>Demonstrate Creativity</b></li> </ul> <p>Pupils will be able to demonstrate decision making in various contexts. They will be able to understand how focus and concentration impact a performance. Pupils will understand attacking and defending and will know their role in a tactic or sequence.</p>	<ul style="list-style-type: none"> <li>• <b>Describe Skill</b></li> <li>• <b>Skill within a minimum of 2 activities</b></li> <li>• <b>Skill using equipment (e.g. IPAD)</b></li> <li>• <b>Understand Feedback</b></li> </ul> <p>Pupils will be able to describe what a skill is and will know different skills within at least two activities. They will know how to use an IPAD safely and properly (e.g. safety of equipment, understanding controls and the importance of positioning). Pupils will understand what internal and external feedback is.</p>	<ul style="list-style-type: none"> <li>• <b>Aspects of Fitness</b></li> <li>• <b>Fitness Tests</b></li> <li>• <b>Fitness Training</b></li> <li>• <b>Heart Rate and Training Zone</b></li> <li>• <b>Warm Up</b></li> </ul> <p>Pupils will learn about aspects of fitness (CRE, Muscular Endurance, Flexibility, Strength, Speed and Power). They will understand how to test and improve the aspects of fitness. Pupils will learn about their heart rate and how they must keep their heart rate in their training zone to get fitter. Pupils will also learn the three stages of a warm up.</p>	<ul style="list-style-type: none"> <li>• <b>Non Playing and Playing Roles</b></li> <li>• <b>Emotional Factors</b></li> <li>• <b>Strengths &amp; Development</b></li> <li>• <b>Organisation and Leadership</b></li> </ul> <p>Pupils will get to know, understand and experience non playing roles and playing roles in various activities. They will know the emotional factors that can affect them when playing. Pupils will also know two of their strengths and two of their development needs when playing. There will also be an opportunity to try and lead and organise a mini game.</p>


Guide to homework expectations and types of tasks

<b>Type of Tasks</b>	<b>Frequency</b>	<b>Activity</b>	<b>How can parents help?</b>
<ul style="list-style-type: none"> <li>• Completion of homework booklets</li> <li>• Research of activities</li> <li>• Peer teaching</li> </ul>	Weekly	Pupils should spend time reflecting on tasks set in class. This will be reviewed at the beginning of each lesson.	Parents can help by encouraging their encouraging and promoting their children to lead a healthy lifestyle. Where possible, encourage their child to attend extra-curricular activities in a variety of different areas.



Department	Science	S1 Course Outline	Hyndland Secondary School 
<p><b>Course Description</b></p> <p>The S1 Curriculum for Excellence course in Science allows young people to develop their practical and investigative skills in a variety of ways. They will develop key scientific skills such as making predictions, handling scientific equipment, measurement, recording of results, and drawing conclusions based on these results. Assessment in Science will take a variety of forms including solo talks, group presentations, written reports, homework activities. Pupils will also be assessed on their Scientific Knowledge through 2 summative assessments in the year. Literacy and numeracy skills will be also assessed twice yearly in Science Skills assessments. In preparation for the senior phase young people will also write an assignment which will be assessed and used to inform progress. In conjunction with this we will build on skills of Scientific enquiry throughout the year which will be assessed twice yearly in a formal lab report. . Pupils will receive regular feedback on areas of strength and areas for future development. In S1, pupils will work through three topics in Rotation 1 and a further 3 in Rotation 2. Each topic within the rotation will be studied for approximately six weeks. The topics will broadly cover the three science subjects: Physics, Chemistry and Biology.</p>			
Guide to course content and types of activities.			
<p style="text-align: center;"><b>Rotation 1</b> <b>August - January</b></p> <p>Radiation and Light – Properties and uses of the Electromagnetic Spectrum</p> <p>Body Systems –The function of Breathing System and Digestive System</p> <p>Chemical Changes – Elements, Compounds and Chemical Reactions</p>		<p style="text-align: center;"><b>Rotation 2</b> <b>January - May</b></p> <p>Heat Transfer and the X33 – Conduction, convection, radiation and reducing heat loss</p> <p>Cells and Reproduction – Cell structure, microscope use and human reproduction</p> <p>Properties of Materials – Properties of Solids, liquids and gases and the effects of pressure and temperature on them</p>	
Guide to homework expectations and types of tasks		<a href="https://blogs.glowscotland.org.uk/gc/hyndsecsci/">https://blogs.glowscotland.org.uk/gc/hyndsecsci/</a>	
<p style="text-align: center;"><b><u>Type of Tasks</u></b></p> <p>Pupil can access homework tasks on the Science homework website or can obtain a paper copy from their teacher The task will also be issued via Show my Homework, which will allow teachers to give feedback and log results of homework. Tasks will include Research project which may lead to a solo or group talk or a written report Consolidation of classwork Graph drawing Preparation for tests</p>	<p style="text-align: center;"><b><u>Frequency</u></b></p> <p>Approx 30 minutes per week</p>	<p style="text-align: center;"><b><u>Activity</u></b></p> <p>Time should be set aside for longer research tasks. Pupils should go over areas of solo or group talks.</p> <p>Revision materials are available on the website or from the class teacher.</p>	<p style="text-align: center;"><b><u>How can parents help?</u></b></p> <p>Science homework will be issued each week. Parents may assist with organising and managing time for study at home. It would be helpful if parents regularly check Show my Homework to see feedback which has been given to pupils from teachers. Parents may be able to relate real life experiences to classroom learning through use of newspapers, television programmes etc. They can check over their written work, listen to their solo talks and help them to prepare for tests using the summary sheets provided. Parents can also encourage their children to use their homework planners well.</p>

Department	Faculty of Social Studies	S1 Course Outline 2017-2018	Hyndland Secondary School	
<p>Course Description</p> <p>In Geography, History and Modern Studies, a rotational system operates and classes spend one third of the year in each of the subjects and there are two units of work in each subject in S1. There is one period of core RE per week with four integrated units of work.</p> <p>The courses within the Social Studies Faculty are designed to develop and extend their knowledge and skills and to deepen their understanding of the subjects. Young people will receive regular feedback on areas of strength and areas for future development.</p>				
Term Guide to course content and types of activities				
<p><b>Geography</b></p> <p><b>A Wee Bit Hill and Glen</b> The creation of Scotland's natural landscape Ice age Scotland OS Mapping skills Scottish tourism Sustainable development Sustainability project</p> <p><b>Rainforest</b> The Earth's climate zones, biomes and ecosystems &amp; where they are located Understand how living things adapt and survive in different environments Environmental issues investigation</p>	<p><b>History</b></p> <p><b>Peoples of Scotland</b> Vikings in Scotland Investigation on an the Age of the Vikings in Scotland <b>The Wars of Independence</b> Family Trees The Scottish Wars of Independence</p>	<p><b>Modern Studies</b></p> <p><b>Democracy and You</b> Rights and responsibilities in a democracy Community, values and citizenship Our multicultural society Representation, and pressure groups <b>Mock Election</b> Research, participation and presentation of manifestos, campaign speeches and policies.</p>	<p><b>Religious Studies</b></p> <p><b>RE: So what?</b> <b>Christianity</b> <b>Moral Values</b> <b>Ultimate Questions</b> Activities include: Exploring Religious Experiences Reporting to the class Charity Projects/Tasks Photo card challenge Philosophical Enquiry</p>	
Guide to homework expectations and types of tasks				
<p><b>Type of Tasks</b></p> <ul style="list-style-type: none"> <li>Written tasks</li> <li>Planning, research and production of Investigations</li> <li>Research activities</li> <li>Creative writing tasks</li> <li>Creation of maps, models, products</li> <li>Revision activities</li> </ul>	<p><b>Frequency</b></p> <p><b>Geography:</b> Three pieces of homework &amp; investigation in Unit 1 and Unit 2</p> <p><b>History:</b> Four pieces of homework in Unit 1 and Investigation in Unit 2</p> <p><b>Modern Studies:</b> Between 30 minutes and one hour per week</p> <p><b>RE:</b> Two pieces per month</p>	<p><b>Activity</b></p> <p>Pupils should spend time reflecting on work being completed in class. Time should be set aside for longer writing tasks and on investigations, which last for a number of weeks in class and at home.</p>	<p><b>How can parents help?</b></p> <p>Parents can help ensure their children make time for their homework in Social Studies courses. They can discuss ideas, read instructions, suggest strategies and suitable areas of research and discuss improvements in their young person's work, as well as checking that homework planners are being used regularly and effectively and that homework is produced to a good standard and on time.</p>	

Department	Technical Education	S1 & S2 Course Outline	Hyndland Secondary School	
<b>Course Description</b> <p>In first and second year the learners tackle a series of integrated design &amp; make projects; the trinket box, key tag, structures model, creative heads, energy, coat hook, and mechanical toy. In addition, the learners work in pairs to research and then present their evaluation into an everyday consumer product. These projects develop the learner's technological skills in Engineering Science and Design &amp; Manufacture and enable them to become a successful, responsible and confident team member.</p>				
The order and timing of the technical projects outlined below are merely suggestive.				
<b>S1 (August – December)</b> <p><b>Trinket box</b> – safely and accurately marking out, cut, assembling and finishing pine. Introduction to simple design graphics - 3D sketching, rendering and orthographic drawings.</p> <p><b>Structures</b> – investigate, design, model, evaluate and then present the learners' findings as they create a 1:10 scale card model of a lounge chair.</p>	<b>S1 (January – June)</b> <p><b>Key Tag</b> – individual activity where the learner design (analyse, research, create, present, model with 3D software, and evaluate) and manufacture a prototype model of an acrylic key tag.</p> <p><b>Creative Heads</b> – the design and manufacture of a novelty wooden product to store, hold or display an object. This project develops the learners skills in creativity, graphics and craft and.</p>	<b>S2 (August – December)</b> <p><b>Mechanical Toy</b> – investigate possible mechanisms that transmit rotary motion and convert this to reciprocal. Design and manufacture (safely and accurately marking out, cut, assembling and finishing pine and MDF) a mechanical toy and evaluate the drive mechanism used.</p> <p><b>Energy</b> – looks at the pros and cons in the use of renewable and finite energy source using the Electro City simulation software. Learners then engineer a balloon powered vehicle and calculate its efficiency.</p>	<b>S2 (January – June)</b> <p><b>Coat Hook</b> – group task where the learners design (analyse, research, create, present, model with 3D software, and evaluate) and manufacture a prototype model for a coat hook and back plate based on the theme of the Glasgow.</p> <p><b>Product Evaluation</b> – group research and presentation task where the learners present a PowerPoint to the class outlining the tests and conclusions on the effectiveness of their chosen product.</p>	
Guide to homework expectations and types of tasks				
<b>Type of Tasks</b> <p>Sequence of operations</p> <p>Sustainability posters</p> <p>Research activity (lifestyle and/or mood board)</p>	<b>Frequency</b> <p>At the end of each practical model</p> <p>During the structures model</p> <p>At the start of each design task</p>	<b>Activity</b> <p>Learners write or use a cartoon style storyboard to show the steps and tools used to manufacture their project.</p> <p>Learners present a poster to encourage the 3Rs (reduce, reuse, recycle).</p> <p>Learners research and present a series of images to describe typical lifestyle of a target market.</p>	<b>How can parents help?</b> <p>Parents can help ensure their child makes appropriate time for their Technical homework. They may also wish to help check the quality of the work and ensure that the homework planner is used.</p>	

