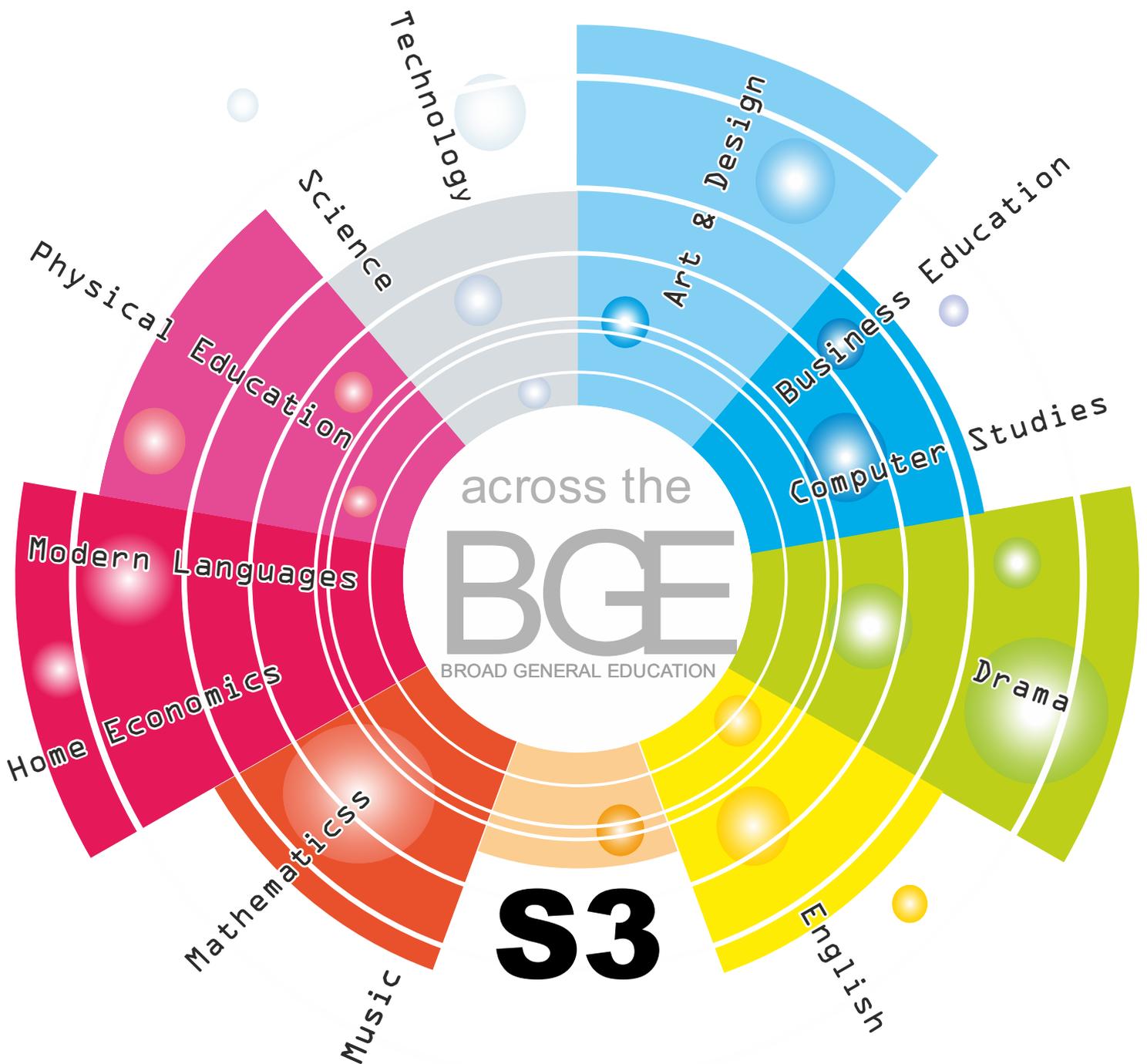




WESTHILL ACADEMY



## S3 Key Dates

### Term one

- 19/08/19 In - service day
- 20/08/19 In - service day
- 21/08/19 HT Assembly – pupils return after summer break
- 27/08/19 House Assembly A
- 28/08/19 House Assembly C
- 29/08/19 House Assembly D
- 30/08/19 House Assembly E
- 24/09/19 S3 Assembly
- 27/09/19 S3 Tracking
- 10/10/19 4pm start of October Holidays
- 11/10/19 In - service day

### Term two

- 28/10/19 School starts back after the October Holidays
- 04/11/19 S3 Assembly
- 18/11/19 In-Service day
- 19/11/19 In-Service day
- 25/11/19 Assembly E
- 26/11/19 Assembly D
- 27/11/19 Assembly A
- 28/11/19 Assembly C
- 29/11/19 Track S3
- 17/12/19 Christmas Service House Groups
- 18/12/19 Christmas Service House Groups
- 20/12/18 4pm start of Christmas Holidays

### Term three

- 06/01/20 School starts back after the Christmas Holidays
- 10/01/20 S3 Assembly
- 02/20 Issue S3 Reports and choice form
- 13/02/20 Mid-term Holiday
- 14/02/20 Mid-term Holiday
- 17/02/20 Mid-term Holiday
- 18/02/20 In-Service day
- 19/02/20 In-Service day
- 24/02/20 Assembly C
- 25/02/20 Assembly D
- 26/02/20 Assembly E
- 27/02/20 Assembly A
- 11/02/20 S3 Parents Night/Choice information Evening
- 31/03/20 S3 Assembly
- 03/04/20 4pm start of Easter Holidays

#### **Term Four**

- 20/04/20 School starts back after the Easter Holidays
- 08/05/20 May Day Holiday
- 21/05/20 S1-3 STEM Activities day
- 22/05/20 S1-3 Sports Activities day
- 25/05/20 New timetable starts for S2, S3 and S4
- 26/06/20 Assembly A
- 29/06/20 Assembly E
- 30/06/20 Assembly D
- 01/07/20 Assembly C
- 03/07/20 4pm start of Summer Holidays

## Maths

**The year group is split into 2 halves. Each half is then split into 3 classes.**

### **Topics covered**

SETS 1 AND 2 (the work covered is predominately at Level 4)

Equations, Pythagoras with 3D, Indices, Surds, Volume and Surface Area, Area of a sector and length of an arc, Box Plots, Insurance, Similarity, Equations and Inequations, Breaking brackets, Changing the Subject, Trig, Straight Line, Factorising, Angles in a Circle, Volume, Speed, Distance, Time.

SET 3 (the work covered is predominately at Level 3)

Equations, Negative Numbers, Substitution, Pythagoras, Percentages, Box plots, Circles, Angles, Similarity, Inequalities, Scale Drawing, Insurance, Scatter Graphs and Line of Best Fit, Number Patterns, Trig, Straight Line, Formula, Factorising, Angles in a Circle, Surface Area and Volume, Speed, Distance, Time.

### **What skills will be developed?**

In each and every classroom a young person's literacy, numeracy and health and wellbeing skills are being developed as well as those which are preparing them for life beyond school.

Specific skills which will be developed in this course will be:

- Number skills
- Problem solving

### **What homework can we expect?**

- Homework will be issued regularly.
- Finishing off classwork if not complete
- Revision for assessment
- On-line homework from the MyMaths website

### **Learning at home. How can you help?**

- Use the BGE Numeracy Support guide to help you understand the methods being used in class to support your child at home
  - Use [www.mymaths.co.uk](http://www.mymaths.co.uk) or [www.bbc.co.uk/education](http://www.bbc.co.uk/education)
  - As well on-line homework from the MyMaths website pupils are able to access any of the topics on the website as lessons to work through providing consolidation, revision or extension work.
- 
- A wealth of class resources at Glow for lesson support, homework and revision ie, Course notes ect.

## History

### Rota 1 - 8 weeks. Rota 2 – 4 weeks

#### Topics covered

- Assassination of John F. Kennedy
- The American West

#### What skills will be developed?

In each and every classroom a young person's literacy, numeracy and health and wellbeing skills are being developed as well as those which are preparing them for life beyond school.

Specific skills which will be developed in this course will be:

- Reading
- Problem solving
- Synthesise ideas
- Communication
- Report writing
- Presentation

#### What homework can we expect?

- During the first rota there will be 2 formal homework tasks – A newspaper report on the assassination of JFK and a report where pupils analyse evidence and come to a conclusion on who they think killed JFK.
- During the second rota there will be a homework task where pupil are asked to research and present to the class on Native American tribes. They will also have to carry out a report on the Oregon Trail.
- Revision for assessments
- Finishing off classwork if not complete

#### Learning at home. How can you help?

- There are some very interesting websites that you may find useful when discussing these topics with your child at home.  
[http://www.bbc.co.uk/history/people/john\\_f\\_kennedy](http://www.bbc.co.uk/history/people/john_f_kennedy)  
<http://www.bbc.co.uk/schools/gcsebitesize/history/shp/americanwest/>
- Also there are various documentaries that can be accessed online on these topics
- You can also listen to presentation practice and watch out for: eye contact, pace, tone and volume

## Modern Studies

### 8 and 4 week rota system

#### Topics covered

##### 1<sup>st</sup> Rota:

Inequalities in Health and Wealth

- What are poverty and social exclusion?
- Causes of Inequalities
- Consequences of inequalities
- Government responses to inequalities

##### 2<sup>nd</sup> Rota:

Conflict and International relations:

- The role of the United Nations and the Security Council
- Main methods used by Security Council to resolve conflicts
- Problem solving – Terrorism attack Decision Making Exercise
- Mock Security Council meeting

#### What skills will be developed?

In each and every classroom a young person's literacy, numeracy and health and wellbeing skills are being developed as well as those which are preparing them for life beyond school.

Specific skills which will be developed in this course will be:

- Reading
- Writing/Extended Writing
- Listening
- Empathy
- Discussion
- Forming opinions
- Considering alternate point of view
- Recognising bias/exaggeration
- Data analysis
- Statistical sources
- Making choices

#### What homework can we expect?

- Homework will be issued on a regular basis. This may take the form of project based activities such as writing a report based on research.
- Revision for assessments
- Finishing off classwork if not complete

#### Learning at home. How can you help?

- Encourage your child to widen their awareness of local, national and world issues by watching the news or reading a newspaper on a regular basis.
- An interesting website you might find useful when discussing this with your child at home:  
<https://www.we.org/we-families/resources/all/conversation-kids-world-issues/>

## S3 Science

**9 week rota (Biology/Chemistry/Physics) 3 periods per week**

**then 4 week rota (Biology/Chemistry/Physics) 3 period per week**

### **Topics covered**

- Planet Earth – Fuels (Chem), Photosynthesis (Bio) and Fertilisers (Bio)
- Biological Systems – Enzymes and digestion (Bio)
- Materials – Metals (Chem), Reaction Rates (Chem)
- Movement (Phys), Electromagnetism (Phys)
- Topical Science

### **What skills will be developed?**

Specific skills which will be developed in this course will be:

- Reading and scientific literacy
- Problem solving
- Inquiry skills
- Investigative skills
- Analytical thinking

### **What homework can we expect?**

- Homework will be issued on approximately a two weekly basis (this may vary due to the nature of the task).
- This may take the form of knowledge and understanding questions, problem solving, revision (assessment every 6 weeks) or project based activities such as preparing a presentation.

### **Learning at home. How can you help?**

- BBC Bitesize provides revision notes and video clips to enhance learning and aid revision:  
<http://www.bbc.co.uk/education/subjects/zjk2fg8>
- Supporting consolidation of the work can be done using the learning outcomes provided in every topic booklet.
- Use the BGE numeracy guide to help explain any problems you child may have.
- Copies of class materials and homework tasks are on Westhill Academy Sciences GLOW pages.
- Twitter@ScienceDeptWA – science news, resource links, pupil work, videos, and photos.

## Art and Design

### Topics covered

- Expressive: Reflection and Distortion through Landscape and Still Life (13 weeks approx.)
- Design: Clay Modelling – Centre Piece for garden café (8 weeks approx.)
- Design: Jewellery and Eco – friendly architecture design. (10 weeks approx.)
- Expressive: Surrealism Landscapes and Objects. (9 weeks approx.)

### What skills will be developed?

In each and every classroom a young person's literacy, numeracy and health and wellbeing skills are being developed as well as those which are preparing them for life beyond school.

Specific skills which will be developed in this course will be:

- Writing – Analysis and Evaluation of own work and other's.
- Problem solving
- Creative thinking
- Communication
- Patience
- Observing and Recording
- Learning from others
- Working with form

### What homework can we expect?

- Homework will be issued twice each term. This may take the form of practicing skills learned in class, opportunities to generate own ideas and research of artist and designers.
- Term one there will be one homework task; with two each term after that.
- Pupils will be given one week to complete each task (circumstances taken into account).
- Their homework will be completed in their blue sketchbooks which they are expected to bring back to the next lesson even if homework is not complete.

### Learning at home. How can you help?

- As we will be studying still life it would be helpful to encourage the pupil to draw homework tasks from life rather than taking a photograph and drawing from that.
- Pupils will occasionally be asked to evaluate their work so you may wish to help point out the positives in their work.
- You may wish to use the internet to help your child explore the different artists out there as this would feed nicely into the written element of the course and may inspire them in the practical element.

## Geography

### **Rota, 8 weeks followed by 4 further weeks, with History and Modern Studies**

#### **Topics covered**

- Natural Hazards - Pupils will explore what goes on under the surface of the planet and the specific plate movements. Pupils will be able to explain formation and structure of volcanoes with specific reference to Mount St. Helen's. Pupils will be able to explain the mechanics and impact of earthquakes, with reference to Haiti and Japan. Pupils will also be able to explain the formation of a tropical storm and the impact they have, with reference to Hurricanes Katrina and Sandy.
- Battle of the Deserts- Within the context of the Battle of the Deserts unit, pupils will explore where these regions are located in the world. They will examine how these natural environments fit into a global context. Pupils will also examine how these areas are used in sustainable ways as well as how they are exploited. Pupils will investigate the reasons why these areas are now under threat and the impact this will have on the natives who call these regions home as well as the broader impact it will have on them.

#### **What skills will be developed?**

In each and every classroom a young person's literacy, numeracy and health and wellbeing skills are being developed as well as those which are preparing them for life beyond school.

Specific skills which will be developed in this course will be:

- Reading
- Synthesise ideas
- Communication
- Resilience
- Report writing/ production.

#### **What homework can we expect?**

- Homework will be issued on a regular basis. This may take the form of research for a class task, revision or project based activities such as preparing a presentation.
- Revision
- Finishing off classwork if not complete

#### **Learning at home. How can you help?**

- There are many websites that could be used when your child is researching on Natural Hazards. It would be helpful if they could be encouraged to take their own notes and/or acknowledge the use of sources. It can be tempting to "cut and paste", which in the senior phase is not acceptable.
- Listen/read their presentation and watch out for: eye contact, pace, tone and volume

## S3 Music

### 10 week rota

#### Topics covered

- Skyfall – performance, listening and inventing
- Stitches – performance, listening and inventing
- Baggy Trousers – performance, listening and inventing
- Don't Stop Believin' – performance and listening
- Right here right now – listening and inventing
- Faith – listening and inventing
- Scottish – inventing
- Christmas – listening and performing
- Make you own kind of Music – listening and performing
- A million Dreams – listening and inventing
- Country Roads – listening and inventing

#### What skills will be developed?

In each and every classroom a young person's literacy, numeracy and health and wellbeing skills are being developed as well as those which are preparing them for life beyond school.

Specific skills which will be developed in this course will be:

- Reading
- Writing
- Listening
- Talking
- Problem solving
- Communication oral and written
- Resilience
- Working with others
- Creativity (Open-mindedness)
- Taking responsibility for own learning
- Planning and organising

#### What homework can we expect?

- Homework will be issued on a fortnightly basis. This will take the form of music theory
- Power points on various topics
- Revision for assessments

#### Learning at home. How can you help?

Allow your child to listen to a wide variety of music genres

Aural training – to train the listening by using simple exercises

<http://www.teoria.com/en/exercises/ie.php>

<https://www.musictheory.net/exercises>

Instruments of the orchestra – to help with orchestral instrument recognition

<http://www.nyphilkids.org/>

<http://www.sfskids.org/>

<http://www.philharmonia.co.uk/explore/instruments>

General music training games – to put into practise and reinforce basic knowledge and understanding of the music concepts and definitions

[http://www.paulysplayhouse.com/paulys\\_playhouse/lab\\_games/franky.html](http://www.paulysplayhouse.com/paulys_playhouse/lab_games/franky.html)

[http://www.musictechteacher.com/music\\_quizzes/music\\_quizzes.htm](http://www.musictechteacher.com/music_quizzes/music_quizzes.htm)

- Encourage your child to practise on a daily basis where appropriate

## **Personal and Social Education**

### **On Rotation**

#### **Topics covered**

- Sex Education
- Youth Philanthropist Initiative
- Work Experience
- CV's and Personal Statements
- Future planning
- LGBT + issues

#### **What skills will be developed?**

In each and every classroom a young person's literacy, numeracy and health and wellbeing skills are being developed as well as those which are preparing them for life beyond school.

Specific skills which will be developed in this course will be:

- Reading
- Writing
- Listening skills
- Questioning of others
- Contacting outside agencies
- Organisational skills
- Analytical skills – reviewing progress, setting targets
- Personal reflection
- Problem solving

#### **What homework can we expect?**

- Homework is not a formal part of the PSE curriculum although the pupils are encouraged to continue their understanding of the topics and are given websites or resources that they can access to support their learning.
- The planning of meetings with YPI, for example, can involve the pupils inviting charities in across the school week, after school, or a visit at weekends.
- Much of the work being carried out in PSE can be continued as part of discussions at home to support progress and understanding.

#### **Learning at home. How can you help?**

- Sexual Health and Relationship Education (SHARE) <http://www.healthscotland.com/documents/4946.aspx>
- YPI Scotland <http://ypiscotland.org.uk/>
- Work experience <https://www.workit.info/>
- CV's / Personal Statement's / Future planning <https://www.myworldofwork.co.uk/>

### S3 Business Education

#### Topics covered

Each period will be split for 40 minutes IT and 40 Minutes business, to provide variety and help maintain concentration and effort.

<b>ICT</b>	<b>Business</b>
Word	<b>Introduction to Business</b> – History of many well companies and how they were founded
Spreadsheets	<b>Finance</b> – focusing on why finance matters as well as more specific topics like Cash Budgets, Income Statements and Break-Even Analysis
Databases	<b>Marketing</b> – focusing on the 4 Ps, those being Product Price Promotion and Place
	<b>Operations</b> – looking at real life local businesses and what channels of distribution companies use to get their products to market
	<b>Human Resources</b> – looking at the staff in a business and the <b>Legislation</b> they have to follow. Included will be the likes of <b>Recruitment and Selection and Training</b> methods.
Integrated Business Tasks allowing pupils to bring together their skills in ICT	

We will also consider the **Economy** and how **Governments, Companies** and **Individuals** all work together to achieve success.

#### Skills development

- ICT
- Communication
- Problem solving
- Enterprise
- Information handling
- Employability
- Thinking – remembering, understanding, applying
- Literacy
- Numeracy

#### What homework can we expect?

Homework activities will be issued at various points in the course for the business topics. No homework will be given for ICT.

#### Learning at home, how can we help?

Reading business supplements and watching short business review programmes can help the pupils understanding of the world of business and debates and discussions will arise weekly from this work both at home and in school.

## English S3

### Topics Covered

Each class covers the 3 curriculum areas of **Talking and Listening, Reading and Writing** through use of level appropriate texts and units of work. We aim to provide enjoyment and choice for pupils so these will be chosen to suit individual classes, meaning that while pupils will all cover the same outcomes and experiences, they may not all study the same texts or authors.

All classes study a range of genres over the year: Prose (fiction), Prose (non-fiction), Drama, Poetry and Media.

In addition in S3, pupils are encouraged to begin to consider how the knowledge and skills developed through the BGE will be applied to National courses in S4. With this in mind, pupils study specific Scottish writers and will be assessed in Reading and Writing under the formats used in National 4 and 5 courses. This is intended to give pupils some experience of more formal assessment and allow them to better understand their path forward into S4. Results are not used to set classes or presentation levels.

Popular texts include:

The Outsiders by SE Hinton (prose fiction)  
The Landlady and Lamb To the Slaughter by Roald Dahl (prose fiction)  
Flowers by Robyn Jenkins (prose fiction)  
Stone Cold by Robert Swindells (prose fiction)  
The Merchant of Venice by Shakespeare (drama)  
Bed and Divorce by Jackie Kay (Poetry)

Slate and Hyena by Edwin Morgan (Poetry)  
The Snowman, Havisham and Hathaway by Carol Ann Duffy (Poetry)  
Poem For My Sister and My Rival's House and by Liz Lochhead (Poetry)  
Skyfall by Sam Mendes (Media)  
Edward Scissorhands by Tim Burton (Media)

### Skills

Reading:

- finding and using information from a range of sources, including selecting key points, assessing the reliability of sources and note-making/summary in own words
- making comparisons between texts
- identifying and analysing a range of language and literary techniques
- identifying themes and making connections to my own experience
- evaluating texts

Pupils will continue to develop their own personal reading in a dedicated 40 minute period. We facilitate this with fortnightly library visits but pupils should be supported to ensure they always have an appropriate book for this lesson. In S3 this period will also be used to introduce key skills in Reading for Understanding, Analysis and Evaluation.

Writing:

- synthesising information to create new texts
- independently reviewing and editing work to ensure accuracy
- structuring writing to communicate clearly and effectively
- describing events, feelings and reactions
- using basic language and literary techniques to effectively engage the reader
- using appropriate tone, layout and other features for the type of text chosen
- using references

## Listening and Talking:

- finding and using information from a spoken text, including selecting key points, assessing the reliability of sources and note-making/summary in own words
- making comparisons between spoken texts
- using a range of spoken language techniques to engage an audience
- using eye contact and other non-verbal communication to engage an audience
- clarifying and responding to others in discussion or debate
- allowing others the right to hold a different opinion
- encouraging others to participate in discussion

In order to foster Listening and Talking skills, all S3 pupils will be expected to participate in presentations and group discussion in front of their peers. Communicating with an audience is a key part of the curriculum and pupils are encouraged to build confidence in this area.

## **Homework**

Homework will vary across the year but the main tasks will include:

- research of themes and topics relevant to class work
- redrafting extended writing to ensure accuracy and improve language and style
- revision of themes, techniques and quotations in preparation for tests
- completing work unfinished in class
- preparing and practising for groups discussion and presentations

There is also an expectation that pupils maintain their personal reading at home, both through their chosen books and by reading good quality news articles.

## **Learning at home**

- BBC Skillswise Language Resources <https://www.bbc.com/teach/ks3-english-language/zj3xbdm>
- Bristol University Online Grammar Resources [https://www.bristol.ac.uk/arts/exercises/grammar/grammar\\_tutorial/page\\_41.htm](https://www.bristol.ac.uk/arts/exercises/grammar/grammar_tutorial/page_41.htm)
- Exposure to more formal language and vocabulary through good quality newspapers and radio programmes. Young people should be encouraged to use new vocabulary and to expand their general knowledge of topical issues.

## Modern Languages – French/Spanish/German S3 2019/2020

### Topics covered

June Culture Study Paris

- Term 1
- My future
  - The importance of learning a language
  - Jobs and Ambitions

Term 2 - 4

<b>Spanish and German</b>	<b>French</b>
Greetings and introducing yourself	School revision
Dates and time	Work Experience
Hobbies	Employability
School	Film Study - BébéTigre
Employability	Sports and Health

### What skills will be developed?

In each and every classroom a young person's literacy, numeracy and health and wellbeing skills are being developed as well as those which are preparing them for life beyond school. Specific skills which will be developed in this course will be:

- Communicating oral and written
- Creativity (imagination/problem solving)
- Time management
- Working independently and with others

### What homework can we expect?

- Homework will be assigned on a weekly basis. This may take the form of reading, writing, listening and talking tasks. Also preparation for vocabulary test or spoken or written presentations.
- Finishing off classwork if not complete.
- Pupils are expected to revise new vocabulary learned in class on a regular basis.

### Learning at home. How can you help?

- Watching foreign language films and TV programmes with subtitles.
- Listening (playing or singing along )to French/Spanish/German music
- Cooking some cuisine using French/Spanish/German recipes
- Use games and activities online – below is a list of useful websites and apps.

[www.linguascope.com](http://www.linguascope.com) (subscription website – pupils can collect username and password from class teacher)

[bbc.co.uk/languages](http://bbc.co.uk/languages)

<http://www.bbc.co.uk/education/levels/z6gw2hv>

[languagesonline.org](http://languagesonline.org)

<http://www.1jour1actu.com/>

<https://www.newsinslowfrench.com/>

[wordreference.com](http://wordreference.com)

#### APPS

- [Duolingo](#)
- [Memrise](#)
- [Live mocha](#)

## S3 PE

### On Rotation

#### Topics covered

One period a week of extended blocks of the following:

- Swimming
- Badminton
- Fitness

One period a week:

- 5/6 week choice blocks covering a range of activities – some ran by external providers and at various locations out with the school.

#### What skills will be developed?

In each and every classroom a young person's literacy, numeracy and health and wellbeing skills are being developed as well as those which are preparing them for life beyond school.

Specific skills which will be developed in this course will be:

- PHYSICAL – Fitness, Techniques relating to activities
- MENTAL – Motivation, Determination.
- EMOTIONAL – Confidence, Fear
- SOCIAL – Communication and Co-operating, Etiquette.

Knowledge:

- How factors impact on performance
- How/Why to gather information on performance
- How to plan and implement a training programme
- How to monitor a training programme
- Life long participation in physical activity.

#### What homework can we expect?

- There will be about 4/5 homework tasks given out in each of the extended activity blocks.

#### Learning at home. How can you help?

- Ensure written homework tasks are completed on time so they are ready to be used in the following session.
- Encourage physical activity out with class time.

## S3 Drama

### Unit 1 Theatre Production Skills

- Responding to a stimulus
- Working as Part of production team
- Creating a group drama in response to a stimulus
- Performance of group piece to audience
- Watch and evaluate their work

### Specific skills which will be developed in this unit

- Observation
- Listening
- Co-operation
- Negotiation
- Working with others
- Creativity
- Use of voice and Movement in creation of character
- Taking responsibility for own learning
- Planning and organising
- Performance skills,
- Theatre Arts skills, programming, designing, etc
- Observing and evaluation their own work and work of others

### What homework can we expect?

- Plans, designs, ground plans, Costume design sheets
- Scripts
- Learning lines

### Learning at home. How can you help?

- Listen to their design ideas and concepts
- Assist in line learning

## S3 Drama

### Rotation per 10 weeks

### Topics covered

#### **Unit 2 - Production & Performance**

- Working from Stimulus
- Research of Social/Historical Context
- Working as part of Production team
- Performance of scripted drama to an Audience
- Watch & Evaluate own work
- Performance and Evaluation

### What skills will be developed?

In each and every classroom a young person's literacy, numeracy and health and wellbeing skills are being developed as well as those which are preparing them for life beyond school.

Specific skills which will be developed in this unit will be:

- Writing
- Listening
- Talking
- Problem solving
- Working with others
- Co-operation and Negotiation
- Taking responsibility for own learning
- Creative Experimentation
- Planning and organising
- Use of Theatre Arts
- Performance skills, use of voice, movement, characterisation
- Observing and evaluation their own work and work of others

### What homework can we expect?

- To Create Plans, design ideas linked to Production area, learning lines

### Learning at home. How can you help?

- Listen to design ideas & Concepts
- Assist in line learning