HAMILTON COLLEGE
CURRICULUM INFORMATION
S1 & S2

S1 CURRICULUM AND HOMEWORK

Subject	Periods per Week	Average Amount of Homework
English	6	1 hour + on-going reading
Maths	6	1½ hours
Biology	2	30 minutes (To include reading and consolidation)
Chemistry	2	1 hour (inc. reading notes)
Physics	2	Formal Homework: 1 per month Finish classwork and read notes
Social Subjects	4	30 minutes
French	2	30 minutes (inc. learning vocabulary)
German	2	30 minutes (inc. learning vocabulary)
Art	2	Formal Homework: once every 2 weeks (approx. 45 minutes - 1 hour)
Music	2	A variety of formal homework tasks throughout the session. Instrumental practice where appropriate.
Innov8 **(IT + Technology + Business)**	4	Formal Homework: once every 2- 3 weeks Informal preparatory homework every week
Physical Education	3	Attendance at extracurricular clubs where appropriate
Religious Education	2	15-20 minutes
Life skills	1	N/A

Note:
All homework times are approximate, and some pupils will take less time to complete some tasks whilst others will take longer.

ART

1st Year Art and Design

The first year curriculum has a certain element of “built in” success to encourage and help build confidence in pupils who feel less talented. The first term course work introduces pupils to the vocabulary of art and design where they learn about the visual elements of line, shape, tone, colour and pattern. As they explore these elements they are encouraged to work in terms of investigation, consideration of possibilities and solutions.

The project programme-

NAMEPLATE

Pupils are introduced to Typography and the potential of style to “give letters a voice.” Shapes and negative shapes are a key part of these lessons.

CHRISTMAS CARD

This is a short three week course where pupils explore mixed media and design their own card which is sent away to be printed.

ABSTRACT COMPOSITION IN TONE

At the beginning pupils learn about the emergence of Abstract art in the 20th century and its impact on art and design. Pupils learn about the expressive potential of line and shape to convey feelings and mood. They are introduced to the Golden-section and learn about the “rule of thirds” as a method of dividing up space into an effective layout. Methods of rendering different shades are demonstrated and applied to an A4 composition.

ABSTRACT COMPOSITION IN COLOUR

Introductory exercises are given about the colour wheel and how colour relationships work. They are taught about different brushes, colour mixing and paint application as they translate their previous tonal composition into a layout with a colour harmony.

SEMI-ABSTRACT

Pupils will now explore pattern in the rhythms and shapes of natural forms and apply their knowledge of colour for movement and expression.

IMPRESSIONIST PAINTING

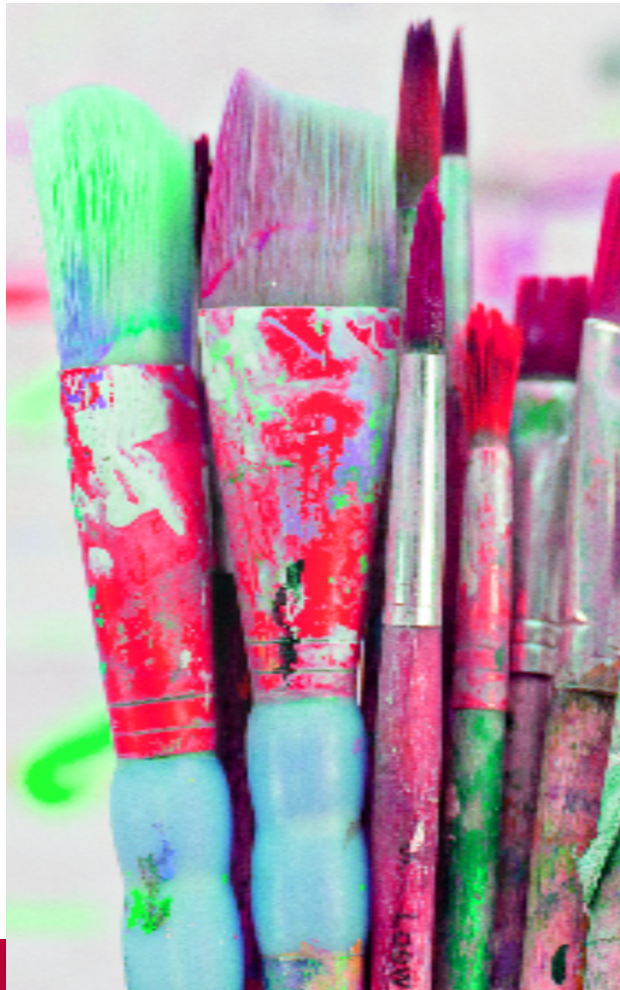
Pupils are introduced to the water-colour work of Constable and the Impressionists. They are taught different methods of mark-making and techniques for rendering clouds, sea and rocks. Wet on wet, wet on dry and washes are demonstrated and explored.

CLASS-TEST

This is a straight observational exercise where pupils have to draw an old shoe or boot in line, shape and tone. It is judged on hand-eye coordination and the ability to measure proportions.

DRAWING PROJECT

This is a series of lessons looking at the potential of graphite, felt-pens and conte pastel. It involves the practice of rendering different strokes and lines through variation of pressure and achieving tone by hatching. These exercises are then applied to a motif such as dried flowers.



2nd Year Art and Design

The second year curriculum builds upon the previous lessons and extends the methodologies of making.
The Project programme-

NAMEPLATE
The history of lettering is expanded with concepts such as “atmosphere value”, rebus and the importance of borders for presenting text.

DRAWING COURSE
This is an extensive course that introduces a wide range of methodologies to improve pupil’s ability to look closer (i.e. drawing with their opposite hand/blind drawings etc.). These methods are applied to the theme of birds. The pupils move from more “expressive” methods to “academic” modes of rendering.

WATER-COLOUR DRAWING
Oriental methods of painting, using sable brushes, are taught where pupils concentrate on the visual element of texture found in birds. This involves ways of holding brushes and moving them to achieve different linear qualities, strokes and multi-directional lines.

BIRD PRINTS
A bird template is crafted from their previous “academic” study using cut card which is built up in layers. The pupil has to learn to edit and simplify the shapes. Texture for feathers is achieved by sgrafitto into a layer of PVA.

CARICATURE
In a series of introductory lessons pupils first learn about the layout and structure of the head and the proportion and positioning of facial features. Then they explore the distortion of these proportions to create character. This eventually gets translated into a clay sculpture of a head done from their imagination.

BIOLOGY

Biology is the study of living organisms, their interactions and their relationships with the environment. It provides us with an understanding of ourselves and the natural world in which we live. Matters such as health care, environmental management and technology are all dealt with in Biology.

S1

Skills and Knowledge

A broad overview of the subject skills, knowledge and understanding that will be covered in the course includes:

- ·develop curiosity and understanding of the environment and my place in the living, material and physical world
- ·demonstrate a secure knowledge and understanding of the big ideas and concepts in Biology
- ·develop skills for learning, life and work
- ·develop the skills of scientific inquiry and investigation using practical techniques
- ·develop skills in the accurate use of scientific language, formulae and equations
- ·apply safety measures and take necessary actions to control risk and hazards
- ·recognise the impact the sciences make on my life, the lives of others, the environment and on society
- ·recognise the role of creativity and inventiveness in the development of the sciences
- ·develop an understanding of the Earth's resources and the need for responsible use of them
- ·express opinions and make decisions on social, moral, ethical, economic and environmental issues based upon sound understanding
- ·develop as a scientifically-literate citizen with a lifelong interest in the sciences
- ·establish the foundation for more advanced learning and future careers in the sciences and the technologies
- ·understanding of the relevance of science to their future lives and the role of science in an increasing range of careers and occupations, including science, technology, engineering and mathematics (STEM) careers

Learning and Teaching Methods

Classes will be mixed ability and you will have the opportunity of working on your own and in groups. A range of teaching approaches ensures that you should achieve to the best of your ability and enjoy the subject. In addition to prepared notes and text references, practical work, models, films and ICT will be used to enhance this course. In some areas of the course you make your own notes from the unit notes provided, as well as from textbooks and other resource references, while other areas of the course are more teacher-directed. Guidance will be given at the beginning of the course on the methods of note making. Notes will be checked regularly by the class teacher.

Homework will be given regularly and will consist of a variety of work such as reading, answering questions and directed note taking from information provided. This homework is designed to encourage regular revision and learning of the current work. Other homework may include completing notes begun in class, preparing presentations and revising for assessments.

Course Content

The course consists of 3 units.

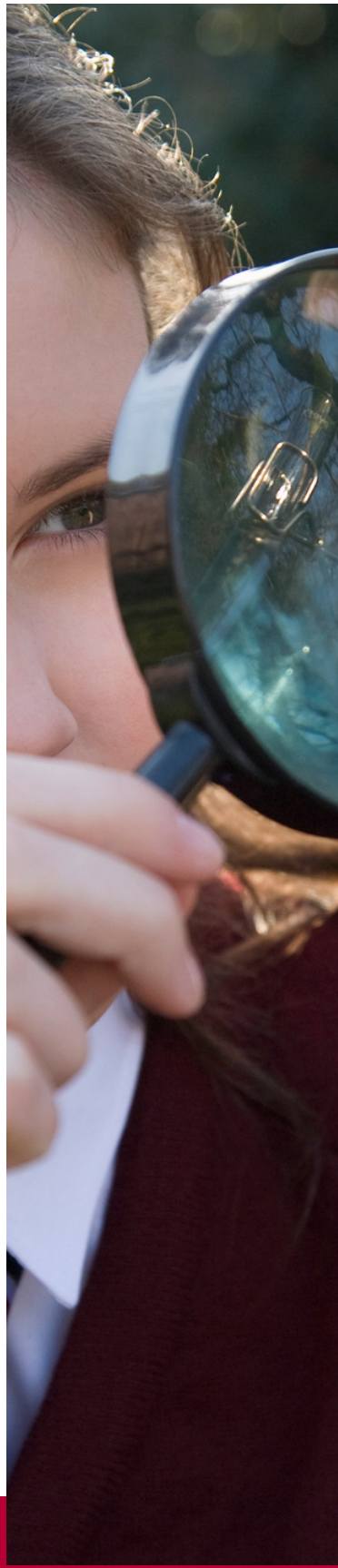
Unit 1 Building Blocks of Life
This Unit covers the use of a microscope; the structure and variety of cells, cell functions;
extraction of DNA and its function, the risks and benefits of DNA profiling; microorganisms and how their growth can be controlled.

Unit 2 Bodyworks
This Unit covers the structure and function of organs & organ systems and their relation to the basic biological processes required to sustain life; the role of technology in monitoring health and improving the quality of life; human reproduction, fertilisation and embryonic development; how the body defends itself against disease and how vaccines can provide protection.

Unit 3 Energy for Life
This Unit covers sample and identify living things from different habitats using biological keys to compare their biodiversity and can suggest reasons for their distribution; process of photosynthesis and why plants are vital to sustaining life on Earth

Course Assessment

Unit Assessments:
These will be given at the end of each Unit



S2

Skills and Knowledge

A broad overview of the subject skills, knowledge and understanding that will be covered in the course includes:

- ·demonstrating your knowledge of biology by making accurate statements
- ·applying your knowledge of biology to new situations, interpreting information and solving problems
- ·demonstrating your understanding of biology by providing explanations and by bringing together different areas of knowledge
- ·selecting relevant information from a variety of sources
- ·presenting information appropriately in a variety of forms
- ·processing information accurately, using calculations where appropriate
- ·planning, designing and carrying out experimental procedures to test hypotheses or to illustrate effects
- ·evaluating experimental procedures
- ·drawing valid conclusions and giving explanations supported by evidence or justification
- making predictions and generalisations based on evidence/information

Learning and Teaching Methods

Classes will be mixed ability and you will have the opportunity of working on your own and in groups. A range of teaching approaches ensures that you should achieve to the best of your ability and enjoy the subject. In addition to prepared notes and text references, practical work, models and ICT will be used to enhance this course. In some areas of the course you make your own notes from the unit notes provided, as well as from textbooks and other resource references, while other areas of the course are more teacher-directed. Guidance will be given at the beginning of the course on the methods of note making. Notes will be checked regularly by the class teacher.

Course Content

This course consists of 3 units:-

Unit 1-Biotechnology
In this unit learners will through research and practical experience investigate fermentation, respiration, genetic engineering, the uses of cells; properties of microorganisms and uses in several industries such as sewage treatment, cheese & yoghurt making and be able to explain how their growth can be controlled.

Unit 2- Diffusion and Osmosis
In this unit learners will through research and practical experience investigate diffusion and osmosis in plants an animal cells, their applications and be able to relate this to the basic biological processes required to sustain life.

Unit 3 World of Plants
In this unit learners will research sexual and asexual reproduction and their importance for survival of species, propagating and growing plants and the commercial use of plants.

Assessment

Unit Assessments:
These will be given at the end of each Unit of work.

CHEMISTRY

Chemistry is the study of the materials that make up everyday life. Chemistry provides us with knowledge of how substances are made up and how chemical reactions can change things. Our S1 course contributes to learners' general education by helping them become aware of the applications of Chemistry in everyday life. In addition, it will provide a suitable base for study, training and for work.

S1

Skills and Knowledge

The course involves "hands-on" experimental work wherever possible, so that learners become proficient, confident and safe in working with laboratory chemicals and apparatus. Experimental work also relies on skills of accuracy in following instructions (both verbal and written), manual dexterity, observation, recording and drawing conclusions. Emphasis is also placed on good written presentation of experimental work.

The course is designed to cover the following skills i.e:

- ·develop curiosity and understanding of the environment and my place in the living, material and physical world
- ·demonstrate a secure knowledge and understanding of the big ideas and concepts in Chemistry
- ·develop skills for learning, life and work
- ·develop the skills of scientific inquiry and investigation using practical techniques
- ·develop skills in the accurate use of scientific language, formulae and equations
- ·apply safety measures and take necessary actions to control risk and hazards
- ·recognise the impact the sciences make on my life, the lives of others, the environment and on society
- ·recognise the role of creativity and inventiveness in the development of the sciences
- ·develop an understanding of the Earth's resources and the need for responsible use of them
- ·express opinions and make decisions on social, moral, ethical, economic and environmental issues based upon sound understanding
- ·develop as a scientifically-literate citizen with a lifelong interest in the sciences
- ·establish the foundation for more advanced learning and future careers in the sciences and the technologies
- ·understanding of the relevance of science to their future lives and the role of science in an increasing range of careers and occupations, including science, technology, engineering and mathematics (STEM) careers

Learning and Teaching Methods

This course has been produced to cater for the individual needs of the learners and as such it is hoped that positive attitudes will be developed through success and enjoyment of this subject. A range of teaching approaches will be employed and learners will work as a class, individually and as small groups; especially during experimental work. Learners will be issued with a set of worksheets in which they are expected to make all their notes. Use of textbooks, questions, ICT, films, websites and learner self-evaluation is encouraged throughout the course.
Homework will be given regularly and will consist of a variety of work such as reading, answering questions and directed note taking from information provided. This homework is designed to encourage regular revision and learning of the current work. Other homework may include completing notes begun in class, preparing presentations and revising for assessments.

Course Content

The course consists of 4 main units, each of which can be referenced to Curriculum for Excellence Science Experiences and Outcomes levels 2, 3 and 4.

Unit 1: Introduction to Chemistry
This unit provides a general overview of safety issues and skills which are vital to the rest of the course.

Unit 2: Solids, Liquids and Gases
This unit covers the existence of materials such as solids, liquids, gases; their properties including expansion, density, pressure; the particulate nature of matter i.e. atoms, molecules; materials as elements and compounds.

Unit 3: Gases, Burning and Fuels
This unit covers the gases of the atmosphere- their properties and uses; fossil fuels- occurrence, combustion and effects of emission of 'greenhouse gases'; methods of avoiding/overcoming atmospheric pollution

Unit 4: Water & Acids and Alkalis
This unit covers aspects of water, e.g. solubility, solutions; treatments of drinking and waste water; preventing pollution; simple properties of other common solvents; separation techniques; simple chemical reactions e.g. reactions of metals, acids, alkalis and making simple gases.

Course Assessment

a) Unit Assessments:
These will be given at the end of Unit 1, Unit 2 and Unit 3 & 4.

b) Course Assessment
This will cover all of the first year work and will test both knowledge and understanding
and problem solving skills.

S2

Skills and Knowledge
A broad overview of the subject skills, knowledge and understanding that will be covered in the course includes:

- demonstrating knowledge and understanding of chemistry by describing information and providing explanations and integrating knowledge
- applying knowledge of chemistry to new situations, interpreting information and solving problems
- planning or designing experiments to test given hypotheses or to illustrate particular effects, including safety measures
- carrying out experimental procedures safely
- selecting information from a variety of sources
- presenting information appropriately in a variety of forms
- processing information (using calculations and units, where appropriate)
- making predictions and generalisations based on evidence/information
- drawing valid conclusions and giving explanations supported by evidence/justification
- evaluating experimental procedures
- suggesting improvements to experiments/practical investigations
- communicating findings/information

Learning and Teaching Methods

This course has been produced to cater for the individual needs of learners and as such it is hoped that positive attitudes will be developed through success and enjoyment of this subject. Learners will work as a class, individually and as small groups; especially during experimental work. Learners will be issued with a set of worksheets in which they are expected to make all their notes. Use of textbooks, molecular models, ICT, films, websites and learner self-evaluation is encouraged throughout the course.
Homework will be given regularly and will consist of a variety of work such as reading, answering questions and directed note taking from information provided. This homework is designed to encourage regular revision and learning of the current work. Other homework may include completing notes begun in class, preparing presentations and revising for assessments.

Course Content

Unit 1: Chemical Changes and Structure
In this Unit, learners will develop scientific skills and knowledge of the chemical reactions in our world. Through practical experience learners will investigate rates of reaction, interpreting rate of reaction graphs; atomic structure and formulae. Learners will also research atomic structure related to properties of materials and work towards the concept of chemical equations.

Unit 2: Nature's Chemistry
In this Unit, learners will research the Earth's rich supply of natural resources which are used by each and every one of us. Learners will investigate how fossil fuels are extracted and processed for use. They will investigate: the chemistry of using fuels, their effect on the environment and the impact that renewable energy sources can have on this and plants as a source of fuels.

Assessment

Unit Assessments:
These will be given at the end of each Unit of work.

ENGLISH

A key part the English curriculum is the development of the knowledge, skills, attributes and capabilities set out in the following areas:
·Listening and Talking
·Reading
·Writing

We will ensure that pupils can read and understand the written language in a range of different forms and can begin to develop an appreciation of the writer's craft. This will involve the study of literary and non-fiction texts. Pupils will also write in different forms as part of their English course and they will develop the style and accuracy of their written expression.
Pupils will be given opportunities to develop their listening and talking skills, both individually and in group discussion.

Style and frequency of assessments-
The English Department uses a range of methods to track and monitor the progress of pupils and assess their skills and knowledge. Strategies include observation, self and peer-assessment activities, oral and written feedback on pupil performance.There are three class tests across the session in Reading for Understanding, Analysis and Evaluation (RUAE).

Homework expectations-
The English Department expects pupils to continue their study of English at home in many ways, the most important of which is that pupils should make an effort to acquire the reading habit. Texts that can be read at home include: novels from the school or class library; non-fiction books and newspapers and magazines. Homework will also seek to consolidate and develop the skills of writing, talking and listening.
The types of activity pupils might complete at home include: preparation prior to a class activity (for example, research, Talk preparation and practice);language work; reading class texts; close reading activities; revision of literature.

Links to websites

http://www.bbc.co.uk/skillswise/topic-group/sentence-grammar

Reading suggestions/book reviews
http://www.scottishbooktrust.com/reading/book-lists

https://literacyadviser.wordpress.com/books-10-14/fiction-10-14/

Career information:
Good literacy skills are essential for young people to achieve their educational and employment aspirations. English degree graduates can be found in more or less every industry, filling a variety of roles.

INNOV8

S1

Structures – this is our first engineering science topic where we investigate different types of structure and introduce the ideas of force, tension and compression. Pupils are assessed through a personal project on bridge design and civil engineering.

Lego Mindstorms – this topic integrates computing and engineering through the study of programming and control systems. This is very much a hands-on topic which encourages problems solving, teamwork and evaluation through fun and challenging activities using the Mindstorms robots. Assessment is via an on-line test.

Understanding Business – pupils are introduced to types of business organisation and why we may need or want a business. Through presentations, video clips and individual research, pupils learn about entrepreneurs, investment, sole trades and partnerships. A written test is given at the end of the topic.

Digital Literacy
Throughout the year, pupils develop their skills in the following areas:

- ·Cloud computing
- ·Word processing
- ·Presentation software
- ·Spreadsheets
- ·Video Editing

Homework expectations
Most topics in Innov8 are project based and as such pupils are encouraged to do their research and build skills in their own time. During some topics, e.g. structures, short homework tasks will be issued to help reinforce terminology and concepts covered in class.

Links to websites for revision

http://www.technologystudent.com/struct1/struindex.htm

Career information
After completing Innov8, progress on to National 5 courses in Administration and IT, Business Management, Computing Science and Engineering Science.

S2

Business Research Project – this topic helps to develop effective research skills, referencing, handling sources, Admin & IT and presentation skills. The work is completed on an individual basis and is assessed formally at the end of the task.

Kettle's Coffee Project – this integrated topic develops Business and Admin & IT skills through the creation of an imaginary business called Kettle's Coffee. Pupils learn about methods of production, location, human resources, finance and marketing.

Pneumatics – this engineering science topic is always popular amongst pupils. It has a bit of everything from fun, noisy and satisfying practical work to mind stretching numerical problems. The topic is assessed by a formal written test.

Databases – this computer science topic provides a formal introduction to databases using Microsoft Access. Pupils learn through written and practical exercises where they edit an existing database to creating new records, forms and queries. Assessment is via an individual practical assignment which is formally graded.

Computer Systems – this computer science topic lifts the lid (quite literally) on what goes on inside digital devices. Pupils learn how and where computers store information through a study of computer hardware, binary numbers, pixels and ASCII codes. They are given the chance to 'build a computer' using the main component parts during one of the practical sessions. They are also complete a short research project about cyber-crime and hacking.

Sketchup – this is a digital literacy/graphic communication topic which provides a thorough introduction to Google's 3D modelling app called Sketchup. Pupils develop their skills by following interactive tutorials which operate within the Sketchup app. After developing their skills pupils work through an individual design exercise - 'Design a house' which is assessed by their teacher.

Digital Literacy
Throughout the year, pupils further develop their skills in the following areas:
·Cloud computing
·Word processing
·Spreadsheets

Homework expectations
Most topics in Innov8 are project based and as such pupils are encouraged to do their research and build skills in their own time. During some topics, e.g. pneumatics, short homework tasks will be issued to help reinforce terminology and concepts covered in class.

Links to websites for revision
https://www.sketchup.com/
http://www.bbc.co.uk/schools/gcsebitesize/design/systemscontrol/pneumaticsrev1.shtml

Career information
After completing Innov8, progress on to National 5 courses in Administration and IT, Business Management, Computing Science and Engineering Science.

MATHEMATICS S1 & S2

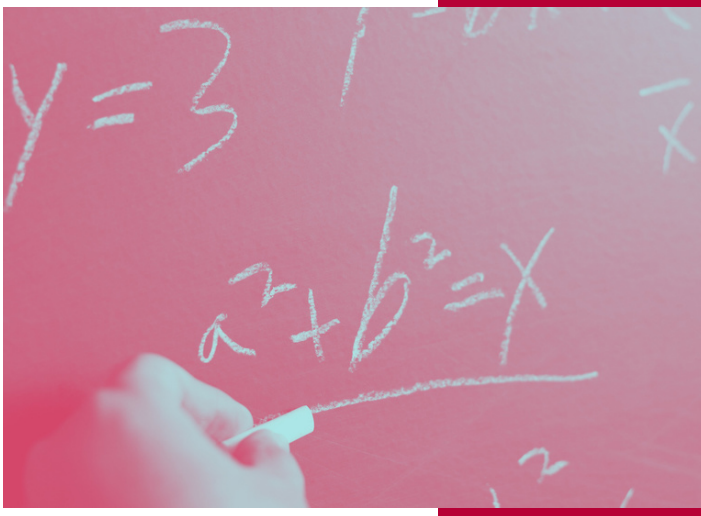
All pupils study Mathematics for 6 periods per week for the first two years of Senior School.

Topics Covered
A variety of Maths topics are covered under the broad headings of:

- ·Numeracy
- ·Information Handling
- ·Shape, Position and Movement

Topics include:

- -Sequences, Multiples and Factors
- -Fractions
- -Percentages
- -Speed, Distance, Time
- -Algebra
- -Ratio
- -Scientific Notation
- -Proportion
- -Statistics
- -Circle Work
- -Pythagoras
- -Probability



In addition, we devote 30 – 40 minutes on a weekly basis to Numeracy skills. In S1 we start each lesson with 'Numeracy Ninjas' – an engaging way to work on your core Numeracy skills. In S2 the lesson commences with 'MrCarter Maths' – another IT Package used with the intention to improve Numeracy levels across the board. The department extensively use the SmartBoard and have numerous packages that enhance the pupil's enjoyment of this subject. The interactive game 'Nubble' is one of the popular activities that we use.

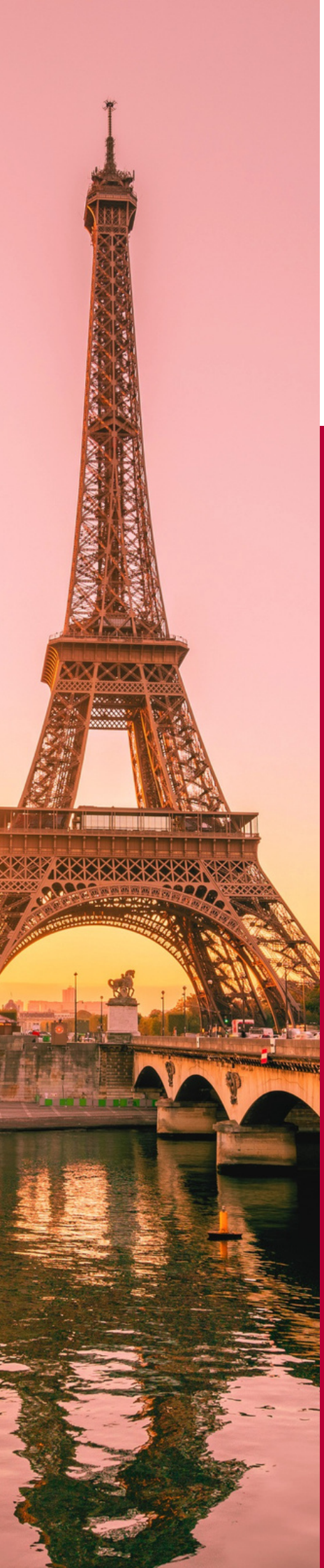
Classes
There are two S1 and four S2 classes which are set on ability. All classes follow the same broad syllabus and there is the potential to move sets as appropriate. Assessments (mentioned below) assist greatly when setting classes for future years

Assessments
Pupil's progress is monitored regularly, helping students to focus on particular areas of the course as necessary. The S1-2 courses have 3 diets of assessments (Oct, Feb and May) comprising of 2 papers (paper 1 non-calculator and paper 2 when a calculator may be used). As already stated, these assessments provide useful information regarding setting classes for future years.

Homework expectations
Homework is issued regularly to consolidate the work done in class.

ICT
There are a variety of web-sites we will use.Further, students have access to MATHLETICS and each class have use of laptops on a rota basis.

Career information
Mathematics is fundamental for many future careers.Further, the problem solving techniques learned within the Maths classroom will prove invaluable when working through questions in many other subjects.



MODERN LANGUAGES (FRENCH & GERMAN) S1-2

All pupils study two Modern Languages (French and German) for 2 periods per week per language for the first two years of Senior School.

Topics Covered
You will be taught how to talk and write about yourself and your interests in French or German, and to understand what others say or write in these languages.

Topics include:

-personal information (including name, age, birthday, physical appearance)
-details about your family and pets
-school
-hobbies and interests
-where you live
-your home area

You will also learn how to deal with everyday situations such as finding the way, asking the time or buying things in shops, so that you can use your language skills when on holiday. In addition, you will be taught how to cope with unknown situations - what to say if someone is speaking too quickly, for example, or how to deal with words whose meaning you don't know.

An important part of the course is learning about how languages work. We will help you to get to grips with verbs, genders, adjective agreements and all the other things, which make other languages different from English, helping you to increase your confidence in using French and German. Your lessons in Modern Languages will also help you to find out more about life in the countries concerned and how the people live, and will introduce you to the cultures of these countries.

You will find that lessons are best when you join in. Put your hand up and have a go at using the languages you are learning – you'll soon get the hang of it!

Style and frequency of assessments
Your progress will be monitored in the four language skill areas Reading, Listening, Talking and Writing. You will be assessed regularly, helping you to focus on particular areas of the course as necessary. The S1-2 courses follow a modular structure and you will usually be assessed in 2 language skills at the end of each module. On-going vocabulary tests also take place throughout the year.

Homework expectations
You will be expected to learn and revise grammar and vocabulary on a regular basis for homework, and can use Quizlet (see below) to help you. Supplementary Reading and Language exercises may also be set by your teachers to help support your learning. Preparation for Writing and Talking assessments will be required at home at various points throughout the year.

Links to websites for revision

- www.linguascope.com (user: hamcollege password: france1819)
- www.textivate.com (user: hamcollege student password: student9837)
- www.quizlet.com (search for sets made by hamcollege)

Career information
A working knowledge of at least one foreign language is becomingly increasingly desirable in the employment arena. There are significant career opportunities for those who can combine marketing, secretarial, journalistic, political, engineering and science qualifications with French and / or German.

MUSIC

In S1 and S2 pupils listen, perform and compose from a wide variety of genres building upon their skills throughout.

S1

In S1 pupils will have small, skill building units on each of the classroom instruments; Keyboard, Drums, Ukulele and Xylophone. They will then go on to select one or two instruments on which they will work to develop their skills. Most pupils will be starting as a beginner, but for those who already have some musical experience, extension material is provided.

Pupils will also study units on Scottish Music, Jazz/Blues, Theory of Chords and Music Technology. Alongside all work, pupils complete regular literacy tasks to improve their music reading.

S2

Moving into S2, pupils continue to develop all aspects of musical understanding. Through units of study focussing on World Music, Latin American Music, Film Music and Ragtime, pupils learn the skills of improvising/composing, responding to and understanding music, and will complete the year by undertaking a creative project.

S2 pupils continue to develop their appreciation and understanding of music through practical activities; and there is a natural progression and articulation with the skills required at National 5

PHYSICAL EDUCATION S1& S2

All pupils in S1/2 receive 3 Periods of Core Physical Education. Breadth, challenge and enjoyment are important features of the curriculum with pupils experiencing a vast number of different activities across S1 and S2.

Water Based:	Racket + Striking:	Aesthetics:	Athletics + Fitness:	Team Games:
• Swimming • Lifesaving (basic) • Water polo	• Tennis • Badminton • Rounders • Cricket	• Creative dance • Social dance • Gymnastics	• Fitness • Athletics • Cross-country	• Football • Hockey • Rugby • Netball • Basketball • Volleyball • Unihoc • Handball • Dodgeball

We offer a wide range of contexts for learning so that pupils develop the knowledge, understanding and performance skills that are required to improve their confidence in participating in sporting activities and prepare them for National and Higher qualifications.

The aim of S1/2 is also to establish transferable skills that allow learners to become consistent performers and develop breadth and depth which will challenge their overall knowledge and understanding of this subject. The four main skills for learning developed in core PE are:

My Thinking:	My Skills:	My Fitness:	My Qualities:
• Problem solving • Concentration • Decision making • Creativity	• Balance + control • Co-ordination + fluency • Rhythm + timing	• Stamina • Speed • Core stability + strength • Flexibility • Agility	• Confidence +Self esteem • Determination + Resilience • Responsibility and leadership • Respect + Tolerance • Commincation

Pupils will be assessed on an ongoing basis throughout each block based on the four areas above. There will also be opportunities for pupil and peer assessment.

PHYSICS S1 & S2

Class format

In S1 and S2 pupils come to lessons in Form Class groups once per week for two timetabled Periods. They will be provided with a set of notes for each Unit studied (these are also available on the College's Moodle portal), a textbook, safety glasses and a jotter for use in class. As well as these items they are expected to bring a pen, pencil, ruler and pocket calculator to class each week.

Course content

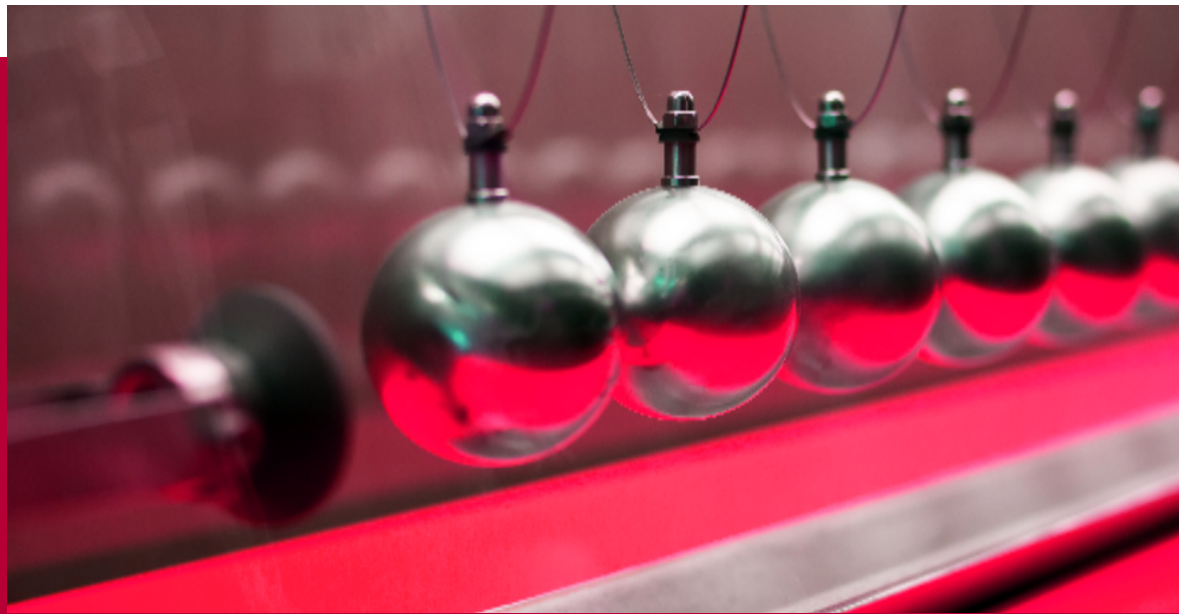
The content of the Physics S1 & S2 Courses is based on the Scottish Curriculum for Excellence Programme's Physics content and on the S.Q.A. National 4 Physics Course. In S1 pupils study, in chronological order, Measurement, Electricity & Magnetism, Astrophysics, Matter and Topical Physics. In S2 there are three Units entitled Electricity & Energy, Waves & Radiation and Dynamics & Space. Broadly speaking the S1 Course is predominantly based on the Curriculum for Excellence whilst the S2 Course is mostly National 4 Physics work.

Assessment

Pupils can expect to be asked to complete one formal homework per month. These will be marked and returned to them and their class teacher will go over these with the class. At the end of each Unit pupils will sit a Unit Test under examination conditions. These will also be marked by class teachers who will go over each Test with their classes.

Progression

In S3 and in subsequent sessions Physics is an optional subject for pupils. At National 5 level and beyond the subject has strong links and overlaps with Mathematics, Engineering Science and Chemistry.



RELIGIOUS AND MORAL EDUCATION

Religious and Moral Education enables pupil to:

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

S1

Topics covered throughout S1 are:

- Christianity
  - Belief and Worship
  - The Life of Jesus Investigation
  - Stories and Sacred Writings
- World Religion Investigation (Choice)
- Scottish Christianity

S2

Topics covered throughout S2 are:

- Christianity
  - Faith In Action
- World Religion Investigation (Choice)
- Judaism
  - Beliefs
  - Food Laws
  - Holy Building
  - Rites of Passage

SOCIAL SUBJECTS S1 & S2

During S1 and 2 all pupils have Social Subjects for4 periods during a week. Social Subjects are taught in rotation at Hamilton College. Each student will study Geography, History and Modern Studies in 6-week blocks. Each subject will be visited twice during the year.

The Social Subjects department strives to make learning challenging and enjoyable to pupils. Pupils should be challenged to do their best and become engendered with a genuine enthusiasm for and enjoyment of the study of Geography, History and Modern Studies. Pupils will develop their knowledge, source handling and their research and presentation skills.

Teaching staff employ a variety of teaching methodologies and activities such as debate and discussion, thinking skills, paired work and co-operative learning. We try to offer activities both within and outside of the classroom. In addition to this we are always keen to invite the local community into the department to enhance learning and teaching for example we have had visits from our Scottish Parliament and the police.

S1 Social Subjects

- History Topic 1: The History Detective
- Geography Topic 1: Mapwork
- Modern Studies Topic 1: The Media
- History Topic 2: Ancient Egypt
- Geography Topic 2: Changing Landscapes
- Modern Studies Topic 2: Death Penalty in the Modern World

S2 Social Subjects

- History Topic 1: Mary Queen of Scots
- Geography Topic 1: Earth Movements
- Modern Studies Topic 1: Conflict
- History Topic 2: Slavery
- Geography Topic 2: Farming
- Modern Studies Topic 2: Mock Election