

ROADMAP TO AUGUST 2020



June 2020

Bearsden Academy – Committed to Excellence

A summary of online learning in our Summer 2020 term

Roadmap to August 2020

BEARSDEN ACADEMY – COMMITTED TO EXCELLENCE

INTRODUCTION

As we come to the end of our Summer 2020 term, it is important to recognise the significant efforts made by all in our school community to ensure that learning and teaching has continued and that our strong ethos of supporting learners has continued.

Our online learning journey started in March and has continued through the summer term, with new courses beginning in May. Since then, learners and their teachers have engaged in meaningful learning through online platforms such as Teams and Show My Homework to ensure that pupils' progress could continue despite the challenges we have faced. Learners have positively embraced the changes, demonstrating enthusiasm and resilience, even at times when learning from home might have been challenging. They have accessed websites, completed online quizzes and engaged in fun and testing challenges with positive mindsets and a willingness to embrace new ideas. The commitment of many of our pupils to their school community and indeed the wider community has been evident throughout, with pupils supporting neighbours, raising money for local charities and developing their own skillsets. We are immensely proud of their many great achievements, but we are equally proud of those small acts that made positive differences to those around them.

We have been very grateful to pupils and parents and carers who have completed online surveys, giving valuable feedback since school has been closed, as this has helped us to continue strive towards excellence and equity for all of our pupils.

How to use this document

In the pages that follow, you will find summaries of the content and skills covered through home learning since our new courses began in May. There is a roadmap or summary provided for courses studied at every level in the school during this time. This is organised by department, in alphabetical order. As well as using this document to facilitate discussions about the experience of learning at home, learners might also use the document to consider aspects of their courses with which they may require support, which will inform learner discussions once we return to school in August.

We look forward to welcoming our pupils back into the school once it is safe to do so in August, and in the meantime we hope that you enjoy reviewing the learning experiences of recent months with our learners.

Subject - Art and Design

Year – S2

Well done everyone for the wonderful effort and hard work that has gone into completing and submitting the online tasks for B GE Art and Design over recent weeks. The staff in the Art and Design department are very proud of each and every one of you. The motivation and dedication shown to your ongoing learning has been tremendous! Success has often come with a fair degree of challenge and difficulty and technology has not always been on our side.

As we reach the end of this term and move into summer, please take a moment to reflect on how far we have come, together, despite the challenges we have faced.

We will start the new term in August in a different way than we have in the past. But we will finish next year in the same way we finish this term and every other; with success and a sense of pride at the wonderful accomplishments of our young people. We are excited to see what next year brings for each of you in National 5 and look forward to welcoming you back in August to a great year in the Art and Design department.

PEPPERS – Observational Drawing

- Working from every-day objects; fruit or vegetables, to observe detail and interest often overlooked.
- Using the Visual Elements; Line, Tone, Shape and Form to create three-dimensional detail.
- Experimenting with weight of line and media handling to vary effect and visual outcome.

PEPPERS - Critical Activity

Looking at work by Pablo Picasso 'Still Life with Bull Skull' pupils have been working on:

- Developing ideas and opinions on the work of other artists.
- Expressing and justifying personal opinions clearly .
- Recording thoughts and feelings in written form.
- Paying close attention to Composition, Shape and Colour.

PEPPERS - Creative Abstract Study

Using personal choice of materials/media to produce an A4 abstract piece based upon the theme 'In the Kitchen' or 'Food Still Life'

- Developing knowledge of artistic genres and understanding art terminology
- Experimenting with materials and media
- Developing confidence in expressing thoughts and ideas visually

SUMMER PROJECT – Experimenting with Drawing Techniques and Media

Working with a variety of materials and media to develop drawing techniques and confidence.

- Using the visual elements
- Exploring media
- Developing drawing techniques

On return to school in August, we will continue Basic Drawing Skills. Building on the work completed so far, to further develop knowledge and skills, through experimentation with a variety of media and techniques. In order to build on prior learning and skill base, it is important that wherever possible, all work set to date should be completed and submitted on Microsoft Teams by 7th August at the latest. This will allow staff to review individual progress and best plan next steps to maximise learning/teaching and pupil support, while we engage in our Blended Learning approach.

Subject - Art and Design

Year – S3

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PORTRAITURE – Observational Drawing

Portraits of family or friend and self-portrait:

- Working from self and others, to observe and record detail.
- Experimenting with drawing techniques.
- Using the Visual Elements; Line, Tone, Shape and Form to create three-dimensional detail.
- Experimenting with weight of line and media handling to vary effect and visual outcome.

PORTRAITURE – Observational Drawing continued

Close up studies of eyes:

- Developing observational skills and recognition of reflections and light.
- Paying close attention to tonal detail looking at light and dark to create three-dimension
- Developing use of media to create range and build tonal depth.

PORTRAITURE – Selfie Study

Using personal choice of materials/media to produce a 'Selfie Portrait'

- Experimenting with materials and media
- Continuing to develop understanding and ability to use Line, Shape and Tone to convey three-dimensional qualities.
- Developing confidence in expressing thoughts and ideas visually

SUMMER PROJECT – Experimenting with Drawing Techniques and Media

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- Using the visual elements
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Roadmap to August 2020

Art and Design

National 5

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VISUAL ELEMENTS TASK 1

- Visual Elements Poster Creation using online images.
- Reviewing and strengthening prior understanding of the Visual Elements
- Developing skills in selecting subject matter
- Developing confidence and ability in presenting images

VISUAL ELEMENTS TASK 2

- Visual Elements Poster creation using own photographs.
- Strengthening understanding of the Visual Elements.
- Developing skills in selecting, composing and capturing interesting subject matter through photography.
- Continuing to develop and strengthen ability in presenting images

DRAWING TECHNIQUES CONTINUED

- Further experimentation of techniques and skill development continuing from previous task
- Careful observation of shape and form
- Accurate representation of tone to create form

DRAWING TECHNIQUES

- Experimenting with a variety of drawing techniques
- Developing observational skills
- Working from first-hand resources
- Reminder of visual elements; line, tone, shape and form
- Developing media handling

COURSE OUTLINE

- Introduction to the National 5 course
- Review of examples from SQA Understanding Standards website
- Dictionary definitions of artistic genres; Portraiture, Still Life and Landscape

EXPRESSIVE GENRE AND THEME SELECTION

- Mind-map and brainstorm Theme/Title ideas
- Review of personal strengths and interests
- Genre and Theme/Title selections made from the research carried out
- Subject matter selection

August 2020

When we return to school in August, we will be continuing to work on National 5 Expressive Folios, building on the work produced to date and throughout the summer.

The first task when we return will be an informal presentation of the work produced to date which will inform individual aims and next steps. We will look at the work of artists and experiment with materials and techniques, developing personal strengths and interests.

Summer Project – Personal Folio

- Exploring Composition through photography
- Analytical Drawing
- Experimenting with mixed media

Try to use the time you have to your advantage (while enjoying the summer)!

Please continue to check in on Microsoft Teams for support if required.

In order to build on prior learning and skill base, it is important that, where possible, all work set to date should be completed and submitted on Microsoft Teams by 7th August at the latest. This will allow staff to review individual progress and best plan next steps to maximise learning/teaching and pupil support, while we engage in our Blended Learning approach.

Forward planning

- Try to have a sketchbook to work in or stick work into (A3 is a good size), if this is not possible, store all work in a safe place, to bring in and show your teacher as soon as we are back.
- Use whatever materials you have available to you, do not worry if you do not have acrylic paints or watercolours or specific pencils etc. Creativity and wonderful work are not resource dependant.
- Do NOT put anything in the bin!
- Plan to have an amazing folio. Start as you mean to go on and most important - have fun and enjoy creating!

Have a safe and restful summer holiday 😊

Roadmap to August 2020

Art and Design

Higher

Well done everyone for the wonderful effort and hard work that has gone into completing and submitting the online tasks for Higher Art and Design over recent weeks. The staff in the Art and Design department are very proud of each and every one of you. The motivation and dedication shown to your ongoing learning has been tremendous! Success has often come with a fair degree of challenge and difficulty and technology has not always been on our side.

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VISUAL ELEMENTS TASK 1

- Visual Elements Poster Creation using online images.
- Reviewing and strengthening prior understanding of the Visual Elements
- Developing skills in selecting subject matter
- Developing confidence and ability in presenting images

VISUAL ELEMENTS TASK 2

- Visual Elements Poster creation using own photographs.
- Strengthening understanding of the Visual Elements.
- Developing skills in selecting, composing and capturing interesting subject matter through photography.
- Continuing to develop and strengthen ability in presenting images

DRAWING TECHNIQUES CONTINUED

- Further experimentation of techniques and skill development continuing from previous task
- Careful observation of shape and form
- Accurate representation of tone to create form

DRAWING TECHNIQUES

- Experimenting with a variety of drawing techniques
- Developing observational skills
- Working from first-hand resources
- Reminder of visual elements; line, tone, shape and form
- Developing media handling

EXPRESSIVE THEMES

- Introduction to the Higher course
- Review of examples from SQA Understanding Standards website.

EXPRESSIVE THEMES CONTINUED

- Create posters using personally taken photographs for potential theme ideas within each genre: Portraiture, Still Life and Landscape
- Genre and Theme/Title selections made from the research carried out and teacher feedback

August 2020

When we return to school in August, we will be continuing to work on Higher Folios, building on the work produced to date and throughout the summer.

The first task when we return will be an informal presentation of the work produced to date which will inform individual aims and next steps. We will look at the work of artists and experiment with materials and techniques, developing personal strengths and interests.

Summer Project – Personal Folio

- Artist research linked to genre and theme selected.
- Analytical Drawing Tasks: Line, Tone, Colour

Try to use the time you have to your advantage (while enjoying the summer)!

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In order to build on prior learning and skill base, it is important that where possible, all work set to date should be completed and submitted on Microsoft Teams by 7th August at the latest. This will allow staff to review individual progress and best plan next steps to maximise learning/teaching and pupil support, while we engage in our Blended Learning approach.

Forward planning

- Try to have a sketchbook to work in or stick work into (A3 is a good size), if this is not possible, store all work in a safe place, to bring in and show your teacher as soon as we are back.
- Use whatever materials you have available to you, do not worry if you do not have acrylic paints or watercolours or specific pencils etc. Creativity and wonderful work are not resource dependant.
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Have a safe and restful summer holiday 😊

Roadmap to August 2020

Photography

Higher

Well done everyone for the wonderful effort and hard work that has gone into completing and submitting the online tasks for Higher Photography over recent weeks. The staff in the Art and Design department are very proud of each and every one of you. The motivation and dedication shown to your ongoing learning has been tremendous! Success has often come with a fair degree of challenge and difficulty and technology has not always been on our side.

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VISUAL ELEMENTS TASK 1

- Visual Elements Poster Creation using online images.
- Reviewing and strengthening prior understanding of the Visual Elements
- Developing skills in selecting subject matter
- Developing confidence and ability in presenting images

VISUAL ELEMENTS TASK 2

- Visual Elements Poster creation using own photographs.
- Strengthening understanding of the Visual Elements.
- Developing skills in selecting, composing and capturing interesting subject matter through photography.
- Continuing to develop and strengthen ability in presenting images

PORTRAIT CHALLENGE - TASK 2

- Individual photoshoots related to approaches selected in Task 1
- Review and selection of best images for each shoot
- Written description of how each of the best images were achieved successfully

PORTRAIT CHALLENGE - TASK 1

- Research various sites, vloggers and bloggers that use creative techniques in their portrait photography
- Uploading links to Microsoft Teams to share information with class members and teacher.

PORTRAIT CHALLENGE - TASK 3

- Creative Photo Shoots
- Storing Images and File Organisation
- Experimentation with basic Editing using Pixlr
- Review and Evaluation of photoshoots and selected Best Images

SUMMER PROJECT

- Introduction to Photography Genres
- Photographer Research
- Personal photoshoots for chosen genre
- Editing and Review of shoots and Best Image selection

Try to use the time you have to your advantage (while enjoying the summer)! Continue to check in on Microsoft Teams for support if required.

August 2020

When we return to school in August, we will be continuing to work on Photography Folios, building on the skills and knowledge developed so far. We plan to start the Term working with Digital SLR cameras and developing knowledge/understanding of basic camera techniques, before applying this knowledge to the creation of personal Photography Folios. We will look at the work of a variety of photographers and the techniques, equipment and skills used to create unique and interesting photographic images. In order to build on prior learning and skill base, it is important that where possible, all work set to date should be completed and submitted on Microsoft Teams by 7th August at the latest. This will allow staff to review individual progress and best plan next steps to maximise learning/teaching and pupil support, while we engage in our Blended Learning approach.

Forward planning

- Try to take as many photographs as possible. You can never take too many and remember 'Practice Makes Perfect'
- Do not worry if you only have your phone to take photographs from. You are learning to look and be creative and to experiment without fear of failure.
- Do NOT delete any of your work – we can learn more about how we can help you from seeing your mistakes alongside your success.
- Plan to have an amazing folio. Start as you mean to go on and most important - have fun and enjoy taking and editing your photographs!

Have a safe and restful summer holiday😊

Roadmap to August 2020

Art and Design

Advanced Higher

Well done everyone for the wonderful effort and hard work that has gone into completing and submitting the online tasks for your Advanced Higher over recent weeks. The staff in the Art and Design department are very proud of each and every one of you. The motivation and dedication shown to your ongoing learning has been tremendous! Success has often come with a fair degree of challenge and difficulty and technology has not always been on our side.

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- Visual Elements Poster Creation using online images.
- Reviewing and strengthening prior understanding of the Visual Elements
- Developing skills in selecting subject matter
- Developing confidence and ability in presenting images

VISUAL ELEMENTS TASK 2

- Visual Elements Poster creation using own photographs.
- Strengthening understanding of the Visual Elements.
- Developing skills in selecting, composing and capturing interesting subject matter through photography.
- Continuing to develop and strengthen ability in presenting images

GENRE AND THEME SELECTION CONTINUED

- Mind-mapping ideas for personal genre/theme choice
- Review of personal strengths and interests
- Genre and Theme/Title selections made and creation of PowerPoint Presentations to share thoughts, ideas and plans

GENRE AND THEME SELECTION

- Introduction to Advanced Higher course
- Review of examples from SQA Understanding Standards website.

SKETCHBOOKS

- Collection of inspirational imagery, ideas related to theme choice.
- Experimentation with materials and techniques.
- Notes and commentary on ideas and thoughts, success and areas for further development and next steps.
- Sketches and illustrations for starting points of new and existing ideas.

PEER REVIEW

- Personal 'Theme Selection' PowerPoints shared on Microsoft Teams Notebook.
- Review of class members work.
- Feedback and suggestions to one another to inform possible next steps.
- Sharing ideas and supporting one another to brainstorm, develop techniques, experiment and continually evaluate where we are, where we want to go and how we might get there.

August 2020

When we return to school in August, we will be continuing to work on Advanced Higher Folios. This course is very fast paced and challenging, requiring dedication and commitment. The course is designed to allow individuals to have maximum control over their own folio with full decision making; as such everyone will almost always be at different points throughout the year.

The first task when we return will be an informal presentation of the work produced to date which will inform individual aims and next steps.

Summer Project – Personal Folio

During the summer you have a valuable time slot available to get ahead of the game through Research and Experimentation. Try to use the time you have to your advantage (while enjoying the summer)!

Every one of you have the skill and drive required to produce outstanding folios of work. Remember that the key to a wonderful folio is fully exploring ideas and developing/refining the techniques used, to best suit the materials and end outcome required. Please continue to check in on Microsoft Teams or via email for support if required.

Forward planning

- Try to have a sketchbook to work in or stick work into (A3 is a good size), if this is not possible, store all work in a safe place, to bring in and show your teacher as soon as we are back.
- Use whatever materials you have available to you, do not worry if you do not have acrylic paints or watercolours or specific pencils etc. Creativity and wonderful work are not resource dependant.
- Collect as much research and inspirational material as possible; in any and every format.
- Experiment! Experiment! Experiment! Do NOT put anything in the bin!
- Plan to have an amazing folio. Start as you mean to go on and most important - have fun and enjoy creating!

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Subject - Art and Design

Year – S2

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PEPPERS – Observational Drawing

- Working from every-day objects; fruit or vegetables, to observe detail and interest often overlooked.
- Using the Visual Elements; Line, Tone, Shape and Form to create three-dimensional detail.
- Experimenting with weight of line and media handling to vary effect and visual outcome.

PEPPERS - Critical Activity

Looking at work by Pablo Picasso 'Still Life with Bull Skull' pupils have been working on:

- Developing ideas and opinions on the work of other artists.
- Expressing and justifying personal opinions clearly .
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PEPPERS - Creative Abstract Study

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SUMMER PROJECT – Experimenting with Drawing Techniques and Media

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Subject - Art and Design

Year – S3

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PORTRAITURE – Observational Drawing continued

Close up studies of eyes:

- Developing observational skills and recognition of reflections and light.
- Paying close attention to tonal detail looking at light and dark to create three-dimension
- Developing use of media to create range and build tonal depth.

PORTRAITURE – Selfie Study

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Art and Design

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DRAWING TECHNIQUES CONTINUED

- Further experimentation of techniques and skill development continuing from previous task
- Careful observation of shape and form
- Accurate representation of tone to create form

DRAWING TECHNIQUES

- Experimenting with a variety of drawing techniques
- Developing observational skills
- Working from first-hand resources
- Reminder of visual elements; line, tone, shape and form
- Developing media handling

COURSE OUTLINE

- Introduction to the National 5 course
- Review of examples from SQA Understanding Standards website
- Dictionary definitions of artistic genres; Portraiture, Still Life and Landscape

EXPRESSIVE GENRE AND THEME SELECTION

- Mind-map and brainstorm Theme/Title ideas
- Review of personal strengths and interests
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- Subject matter selection

August 2020

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Summer Project – Personal Folio

- Exploring Composition through photography
- Analytical Drawing
- Experimenting with mixed media

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Art and Design

Higher

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VISUAL ELEMENTS TASK 2

- Visual Elements Poster creation using own photographs.
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- Developing skills in selecting, composing and capturing interesting subject matter through photography.
- Continuing to develop and strengthen ability in presenting images

DRAWING TECHNIQUES CONTINUED

- Further experimentation of techniques and skill development continuing from previous task
- Careful observation of shape and form
- Accurate representation of tone to create form

DRAWING TECHNIQUES

- Experimenting with a variety of drawing techniques
- Developing observational skills
- Working from first-hand resources
- Reminder of visual elements; line, tone, shape and form
- Developing media handling

EXPRESSIVE THEMES

- Introduction to the Higher course
- Review of examples from SQA Understanding Standards website.

EXPRESSIVE THEMES CONTINUED

- Create posters using personally taken photographs for potential theme ideas within each genre: Portraiture, Still Life and Landscape
- Genre and Theme/Title selections made from the research carried out and teacher feedback

August 2020

When we return to school in August, we will be continuing to work on Higher Folios, building on the work produced to date and throughout the summer.

The first task when we return will be an informal presentation of the work produced to date which will inform individual aims and next steps. We will look at the work of artists and experiment with materials and techniques, developing personal strengths and interests.

Summer Project – Personal Folio

- Artist research linked to genre and theme selected.
- Analytical Drawing Tasks: Line, Tone, Colour

Try to use the time you have to your advantage (while enjoying the summer)!

Please continue to check in on Microsoft Teams for support if required.

In order to build on prior learning and skill base, it is important that where possible, all work set to date should be completed and submitted on Microsoft Teams by 7th August at the latest. This will allow staff to review individual progress and best plan next steps to maximise learning/teaching and pupil support, while we engage in our Blended Learning approach.

Forward planning

- Try to have a sketchbook to work in or stick work into (A3 is a good size), if this is not possible, store all work in a safe place, to bring in and show your teacher as soon as we are back.
- Use whatever materials you have available to you, do not worry if you do not have acrylic paints or watercolours or specific pencils etc. Creativity and wonderful work are not resource dependant.
- Do NOT put anything in the bin!
- Plan to have an amazing folio. Start as you mean to go on and most important - have fun and enjoy creating!

Have a safe and restful summer holiday 😊

Roadmap to August 2020

Photography

Higher

Well done everyone for the wonderful effort and hard work that has gone into completing and submitting the online tasks for Higher Photography over recent weeks. The staff in the Art and Design department are very proud of each and every one of you. The motivation and dedication shown to your ongoing learning has been tremendous! Success has often come with a fair degree of challenge and difficulty and technology has not always been on our side.

As we reach the end of this term and move into summer, please take a moment to reflect on how far we have come, together, despite the challenges we have faced.

We will start the new term in August in a different way than we have in the past. But we will finish next year in the same way we finish this term and every other; with success and a sense of pride at the wonderful accomplishments of our young people. We are excited to see what next year brings for each of you in Higher Photography and we look forward to welcoming you back in August to a great year in the Art and Design department.

VISUAL ELEMENTS TASK 1

- Visual Elements Poster Creation using online images.
- Reviewing and strengthening prior understanding of the Visual Elements
- Developing skills in selecting subject matter
- Developing confidence and ability in presenting images

VISUAL ELEMENTS TASK 2

- Visual Elements Poster creation using own photographs.
- Strengthening understanding of the Visual Elements.
- Developing skills in selecting, composing and capturing interesting subject matter through photography.
- Continuing to develop and strengthen ability in presenting images

PORTRAIT CHALLENGE - TASK 2

- Individual photoshoots related to approaches selected in Task 1
- Review and selection of best images for each shoot
- Written description of how each of the best images were achieved successfully

PORTRAIT CHALLENGE - TASK 1

- Research various sites, vloggers and bloggers that use creative techniques in their portrait photography
- Uploading links to Microsoft Teams to share information with class members and teacher.

PORTRAIT CHALLENGE - TASK 3

- Creative Photo Shoots
- Storing Images and File Organisation
- Experimentation with basic Editing using Pixlr
- Review and Evaluation of photoshoots and selected Best Images

SUMMER PROJECT

- Introduction to Photography Genres
- Photographer Research
- Personal photoshoots for chosen genre
- Editing and Review of shoots and Best Image selection

Try to use the time you have to your advantage (while enjoying the summer)! Continue to check in on Microsoft Teams for support if required.

August 2020

When we return to school in August, we will be continuing to work on Photography Folios, building on the skills and knowledge developed so far. We plan to start the Term working with Digital SLR cameras and developing knowledge/understanding of basic camera techniques, before applying this knowledge to the creation of personal Photography Folios. We will look at the work of a variety of photographers and the techniques, equipment and skills used to create unique and interesting photographic images. In order to build on prior learning and skill base, it is important that where possible, all work set to date should be completed and submitted on Microsoft Teams by 7th August at the latest. This will allow staff to review individual progress and best plan next steps to maximise learning/teaching and pupil support, while we engage in our Blended Learning approach.

Forward planning

- Try to take as many photographs as possible. You can never take too many and remember 'Practice Makes Perfect'
- Do not worry if you only have your phone to take photographs from. You are learning to look and be creative and to experiment without fear of failure.
- Do NOT delete any of your work – we can learn more about how we can help you from seeing your mistakes alongside your success.
- Plan to have an amazing folio. Start as you mean to go on and most important - have fun and enjoy taking and editing your photographs!

Have a safe and restful summer holiday😊

Roadmap to August 2020

Art and Design

Advanced Higher

Well done everyone for the wonderful effort and hard work that has gone into completing and submitting the online tasks for your Advanced Higher over recent weeks. The staff in the Art and Design department are very proud of each and every one of you. The motivation and dedication shown to your ongoing learning has been tremendous! Success has often come with a fair degree of challenge and difficulty and technology has not always been on our side.

As we reach the end of this term and move into summer, please take a moment to reflect on how far we have come, together, despite the challenges we have faced.

We will start the new term in August in a different way than we have in the past. But we will finish next year in the same way we finish this term and every other; with success and a sense of pride at the accomplishments of our young people. We are excited to see what next year brings for each of you in your Advanced Higher and look forward to welcoming you back in August to a great year in the Art and Design department.

VISUAL ELEMENTS TASK 1

- Visual Elements Poster Creation using online images.
- Reviewing and strengthening prior understanding of the Visual Elements
- Developing skills in selecting subject matter
- Developing confidence and ability in presenting images

VISUAL ELEMENTS TASK 2

- Visual Elements Poster creation using own photographs.
- Strengthening understanding of the Visual Elements.
- Developing skills in selecting, composing and capturing interesting subject matter through photography.
- Continuing to develop and strengthen ability in presenting images

GENRE AND THEME SELECTION CONTINUED

- Mind-mapping ideas for personal genre/theme choice
- Review of personal strengths and interests
- Genre and Theme/Title selections made and creation of PowerPoint Presentations to share thoughts, ideas and plans

GENRE AND THEME SELECTION

- Introduction to Advanced Higher course
- Review of examples from SQA Understanding Standards website.

SKETCHBOOKS

- Collection of inspirational imagery, ideas related to theme choice.
- Experimentation with materials and techniques.
- Notes and commentary on ideas and thoughts, success and areas for further development and next steps.
- Sketches and illustrations for starting points of new and existing ideas.

PEER REVIEW

- Personal 'Theme Selection' PowerPoints shared on Microsoft Teams Notebook.
- Review of class members work.
- Feedback and suggestions to one another to inform possible next steps.
- Sharing ideas and supporting one another to brainstorm, develop techniques, experiment and continually evaluate where we are, where we want to go and how we might get there.

August 2020

When we return to school in August, we will be continuing to work on Advanced Higher Folios. This course is very fast paced and challenging, requiring dedication and commitment. The course is designed to allow individuals to have maximum control over their own folio with full decision making; as such everyone will almost always be at different points throughout the year.

The first task when we return will be an informal presentation of the work produced to date which will inform individual aims and next steps.

Summer Project – Personal Folio

During the summer you have a valuable time slot available to get ahead of the game through Research and Experimentation. Try to use the time you have to your advantage (while enjoying the summer)!

Every one of you have the skill and drive required to produce outstanding folios of work. Remember that the key to a wonderful folio is fully exploring ideas and developing/refining the techniques used, to best suit the materials and end outcome required. Please continue to check in on Microsoft Teams or via email for support if required.

Forward planning

- Try to have a sketchbook to work in or stick work into (A3 is a good size), if this is not possible, store all work in a safe place, to bring in and show your teacher as soon as we are back.
- Use whatever materials you have available to you, do not worry if you do not have acrylic paints or watercolours or specific pencils etc. Creativity and wonderful work are not resource dependant.
- Collect as much research and inspirational material as possible; in any and every format.
- Experiment! Experiment! Experiment! Do NOT put anything in the bin!
- Plan to have an amazing folio. Start as you mean to go on and most important - have fun and enjoy creating!

Have a safe and restful summer holiday 😊



Introduction

As we reach the end of what has been a unique term for students, parents/carers and staff, the Biology Department would like to take this opportunity to thank you for all of your efforts throughout this term. We have achieved a lot in forming a strong foundation which is ready to support our next steps in August.

While working online through Microsoft Teams, we have posted tasks containing course material and quizzes. The following roadmap is a summary of the S3 Biology topics which have been delivered so far.

Topic 1: Introduction to Plant and Animal Cells

Summary

1. Introduction to the S3 Biology course.
2. Producing New Cells booklet available for download.
3. Read and complete questions on animal cells from page 6-8.
4. Watch BBC Bitesize videoclip on plant cells.
5. Read and complete questions on plant cells from page 9-10.

Attempt Quiz 1 to test your KU.

Topic 2: Key Area 1 – Producing New Cells

Summary

Key Area 1a and b – Mitosis

1. Watch attached videos on mitosis and look through the three power point presentations provided.
2. Read pages 12-18 of your notes and answer questions on the importance of mitosis, chromosome complement and the process of mitosis.

Now attempt Quiz 2, 3 and 4 to test your KU.

Topic 3: Key Area 1 – Producing New Cells (continued)

Summary

Key Area 1c – Stem Cells

1. Watch attached videos on stem cells and therapeutic stem cells.
2. Look through the attached power point presentation.
3. Read from page 23-26 and complete the questions.

Now attempt Quiz 5 to test your KU

August 2020

Summary

We will consolidate previous learning and continue with the remainder of KA1:

- Specialisation of cells.
- Looking at the hierarchy that exists in a multicellular organism.

We will then progress onto KA2 – Control and Communication.

Forward planning

We have continued to work through the course plan to ensure that we are in the best possible position to progress to the next stage of learning in August. As you will be aware. It is immensely important that each young person maintains and continues to develop their skills in preparation for resuming work in August. To achieve this, please consider the following:

- **Review your progress from Weeks 1 – 7 and complete any outstanding coursework.**
- **Submit any outstanding Quizzes.**

Have a safe and restful summer holiday 😊

Roadmap to August 2020

Biology: S4 National 5



Teams Code/Link: **bz9lk16**

As we reach the end of what has been a unique term for students, parents/carers and staff, the Biology Department would like to take this opportunity to thank you for all of your efforts throughout this term. As noted in our first post on 11th May 2020, we certainly have been in this together. We have achieved a lot in forming a strong foundation which is ready to support our next steps in August.

While working online through Microsoft Teams, we have posted tasks which outline new course material and quizzes to provide feedback. The following roadmap is a summary of the National 5 topics which have been delivered so far for S4 students.

Week 1

Introduction to Life on Earth

Introduction Week

1. Introduction to Microsoft Teams
2. YouTube Video of Ecosystems
3. Key Area Questions

Now attempt Key Area Questions

Week 2

Key Area 1: Ecosystems

Lesson 1 – Ecosystems

1. Quiz Assignment of Ecosystems
2. Past Paper Questions

Now attempt the Lesson 1 Quiz

Key Area 2: Distribution of Species

Lesson 3 – Identification Keys & Indicator Species

1. YouTube Video of Lesson
2. Identification task and walkthrough
3. Quiz Assignment of Lesson 3

Now attempt the Lesson 3 Quiz

Week 4

Key Area 2: Distribution of Species

Lesson 2 – Abiotic & Biotic Factors

1. YouTube Video of lesson
2. Quiz Assignment of Lesson 2
3. Past Paper Questions

Now attempt the Lesson 2 Quiz

Week 5

Key Area 3: Photosynthesis

Lesson 4 – The Stages of Photosynthesis

1. YouTube Video of Lesson
2. Quiz Assignment of Lesson 3

Now attempt the Lesson 4 Quiz

Week 6

Key Area 3: Photosynthesis

Lesson 5 – Sugar & Limiting Factors of Photosynthesis

1. YouTube Video of Lesson
2. Quiz Assignment of Lesson 4
3. Past Paper Questions

Now attempt the Lesson 5 Quiz

Well done!

August 2020



Study Week

Week 7

We will consolidate previous learning and continue with the remainder of Unit 3:

1. Key Area 4: Energy in Ecosystems
2. Key Area 5: Food Production
3. Key Area 6: Evolution

Consolidation of Key Areas 1 - 3

1. Revision Kahoot Competition
2. Unit 3 Digital Escape Room
3. Key Area Questions

We have continued to work through the course plan to ensure that we are in the best possible position to progress to the next stage of learning in August. As you will be aware. It is immensely important that each young person maintains and continues to develop their skills in preparation for resuming work in August. To achieve this, please consider the following:

- Review your progress from Weeks 1 – 7 and complete any outstanding coursework.
- Submit any outstanding assignments

Have a safe and restful summer holiday 😊

Roadmap to August 2020

Biology: Higher Biology



Teams Code/Link: 5 z d q d 8 2

As we reach the end of what has been a unique term for students, parents/carers and staff, the Biology Department would like to take this opportunity to thank you for all of your efforts throughout this term. As noted in our first post on 11th May 2020, we certainly have been in this together. We have achieved a lot in forming a strong foundation which is ready to support our next steps in August.

While working online through Microsoft Teams, we have posted tasks which outline new course material and quizzes to provide feedback. The following roadmap is a summary of the Higher Biology topics which have been delivered so far.

Week 1 Introduction to Higher /Key Area 1a

Introduction Week

1. Higher Biology Course Introduction PowerPoint
2. Structure of DNA (Key Area 1a) PowerPoint

10 short answer questions to complete. (Task 1)

10 past paper multiple choice questions to complete. (Task 2)

Week 2 Key Area 1b: Organisation of DNA

Lesson 1

1. Organisation of DNA (Key Area 1b) PowerPoint

5 short answer questions to complete. (Task 1)

Key Area 2b: Replication of DNA (PCR)

Lesson 3

1. Replication of DNA (Key Area 2b) PowerPoint

10 short answer questions to complete. (Task 1)

10 past paper multiple choice questions to complete. (Task 2)

Week 4 Key Area 2a: Replication of DNA

Lesson 2

1. DNA replication (Key Area 2a) PowerPoint Version 1 (simplified version)
2. DNA replication (Key Area 2a) PowerPoint Version 2 (detailed version)

15 short answer questions to complete. (Task 1)

Week 5 Key Areas 3a & 3b: Gene expression

Lesson 4

1. Gene expression (Key area 3a) PowerPoint
15 short answer questions to complete. (Task 1)
2. Gene expression (Key area 3b) PowerPoint
10 short answer questions to complete. (Task 1)

Week 6 Key Areas 3c & 3d: Gene expression

Lesson 5

1. Gene expression (Key area 3c) PowerPoint
2. Gene expression (Key area 3d) PowerPoint

9 past paper multiple choice questions to complete. (Task 1)
2 extended response past paper questions to complete. (Task 1)

Well Done!

August 2020



Key Area 3e: Gene expression

Week 7

Lesson 6

1. Gene expression (Key area 3e) PowerPoint

5 short answer questions to complete. (Task 1)

Also available are optional vocabulary quizzes, in class materials, in files.

We have continued to work through the course plan to ensure that we are in the best possible position to progress to the next stage of learning in August. As you will be aware, it is immensely important that each young person maintains and continues to develop their skills in preparation for resuming work in August. To achieve this, please consider the following:

- Review your progress from Weeks 1 – 7 and complete any outstanding coursework.

Have a safe and restful summer holiday 😊

Roadmap to August 2020

Biology: Higher Human



Teams Code/Link: 3 i 4 g 2 g h

As we reach the end of what has been a unique term for students, parents/carers and staff, the Biology Department would like to take this opportunity to thank you for all of your efforts throughout this term. As noted in our first post on 11th May 2020, we certainly have been in this together. We have achieved a lot in forming a strong foundation which is ready to support our next steps in August.

While working online through Microsoft Teams, we have posted tasks which outline new course material and quizzes to provide feedback. The following roadmap is a summary of the Higher Human topics which have been delivered so far.

Week 1

Introduction to Higher Human Biology

Introduction Week

1. Outline of course
2. Recap on DNA prior knowledge
3. Introduction to Structure of DNA

Now attempt Welcome revision quiz, DNA structure task and Structure of DNA Homework sheet.

Week 2

Key Area 2: Structure and replication of DNA

Lesson 1 – Structure and Replication of DNA

- (a) Structure of DNA
- (b) Replication of DNA

Now attempt Structure of DNA Quiz, DNA replication task and DNA Replication homework sheet.

Key Area 1: Division and Differentiation in human cells

Lesson 3 – Division and differentiation in human cells

- (a) Division of somatic and germline cells.
- (b) Cellular differentiation.
- (c) Therapeutic and research uses of stem cells.
- (d) Cancer

Now attempt Division and differentiation in human cells task and homework sheet. Complete cellular differentiation mindmap.

Week 4

Key Area 2: Structure and replication of DNA (cont.)

Lesson 2 – Structure and replication of DNA

- (c) PCR polymerase chain reaction

Now attempt PCR task, Structure of DNA and Replication Quiz and DNA Summary quiz. Complete Structure of DNA and Replication mindmap

Week 5

Key Area 3: Gene expression

Lesson 4 – Gene Expression

- (a) Structure and function of RNA
- (b) Introduction to protein synthesis

Now attempt DNA vs RNA task, Introduction to protein synthesis task and Structure of DNA and DNA replication learning log.

Week 6

Key Area 3: Gene expression (cont.)

Lesson 5 - Gene expression

Now attempt Converting DNA into RNA task, gene expression homework sheet and protein synthesis task.

Well Done!

August 2020



Consolidation of work so far

Week 7

We will consolidate previous learning and then plan on starting with the following topic:

- Key area 4 - Mutations

Using information from pupil learning logs pupils should

Now attempt revision tasks, gene expression learning log and secret message task.

We have continued to work through the course plan to ensure that we are in the best possible position to progress to the next stage of learning in August. As you will be aware. It is immensely important that each young person maintains and continues to develop their skills in preparation for resuming work in August. To achieve this, please consider the following:

- Review your progress from Weeks 1 – 7 and complete any outstanding coursework.
- Submit any outstanding learning logs

Have a safe and restful summer holiday 😊

Roadmap to August 2020

Biology: Advanced Higher



Teams Code/Link: [jaj0cfe](#)

As we reach the end of what has been a unique term for students, parents/carers and staff, the Biology Department would like to take this opportunity to thank you for all of your efforts throughout this term. As noted in our first post on 11th May 2020, we certainly have been in this together. We have achieved a lot in forming a strong foundation which is ready to support our next steps in August.

While working online through Microsoft Teams, we have posted tasks which outline new course material and quizzes to provide feedback. The following roadmap is a summary of the Advanced Higher topics which have been delivered so far.

Week 1 Introduction to Advanced Higher Biology

Introduction Week

1. Outline of course
2. Scholar Introduction to Advanced Higher Biology tutor session
3. Unit 3 - Investigative Biology
Key Area 1 Scientific principles and processes (a) Scientific Method

Now attempt Task 1 and SQA Past paper Question 1

Week 2 Key Area 1: Scientific Principles and Processes

Lesson 1 – Scientific Principles and Processes

- (a) Scientific Literature and Communication
- (b) Scientific Ethics

Now attempt Task 2 and Scholar activities

Key Area 2: Experimentation

Lesson 3 – Experimentation

Validity, reliability, accuracy and precision

- (a) Pilot Study
- (b) Experimental Design
 - a. Independent and dependent variables

Now attempt Tasks 3-5, Scholar activities, Key Area 2 Booklet task (first half) and Learner Check 2

Week 4 Key Area 1: Scientific Principles and Processes (cont.)

Lesson 2 – Scientific Principles and Processes

- (a) Scientific Literature and Communication
- (b) Scientific Ethics

Now attempt Key Area 1 Booklet task and Learner Check 1

Week 5 Key Area 2: Experimentation (cont.)

Lesson 4 – Experimentation

- (b) Experimental Design
 - a. Confounding variables
 - b. Controls
 - c. *In vivo* and *in vitro* studies

Now attempt Tasks 6-8, Scholar activities, Quizlet and Learner Check 3

Week 6 Key Area 2: Experimentation (cont.)

Lesson 5 - Experimentation

- (c) Sampling
- (d) Reliability
- (e) Presentation of data

Now attempt Tasks 9-12, Scholar activities, Key Area 2 Booklet task (second half) and Learner Check 4

Well Done! August 2020

We will consolidate previous learning and continue with the remainder of Unit 3:

- Data Analysis
- Evaluating Results and Conclusions

Week 7 Key Area 2: Experimentation (cont.) and Key Area 3 – Reporting and Critical Evaluation of Biological Research

Lesson 6 – Experimentation and Reporting and Critical Evaluation of Biological research

- (e) Presentation of data (continued)
- Key Area 3 – Reporting and Critical Evaluation of Biological Research
- (a) Background Information
 - (b) Reporting and Evaluating Experimental Design

Now attempt Tasks 13-16, Scholar activities, Multiple Choice Test and Learner Check 5

We have continued to work through the course plan to ensure that we are in the best possible position to progress to the next stage of learning in August. As you will be aware. It is immensely important that each young person maintains and continues to develop their skills in preparation for resuming work in August. To achieve this, please consider the following:

- Review your progress from Weeks 1 – 7 and complete any outstanding coursework.
- Submit any outstanding Learner Checks

Have a safe and restful summer holiday ☺

Roadmap to August 2020

Subject Business Enterprise and Dynamics BGE

Well done everyone for all of your hard work! It has been an unusual situation but, like always, our Bearsden students, parents/carers and staff, have risen to the occasion and all of us in the Business Education Department would like to thank you for all of your efforts throughout this term. We have achieved a lot in forming a strong foundation which is ready to support our next steps in August. While working online through Microsoft Teams, we have posted PowerPoint presentations, workbooks, templates and worksheets with solutions which outline new course material and we have been available online to answer any questions. The following roadmap is a summary of the topics which have delivered so far.

S2 and S3

Globalisation



Pupils learned about the meaning of globalisation on society

S3

Business Research

The aim is to research an area of your dealings with the business **which you feel could be improved** eg customer service, product range, pricing, advertising methods and **produce a report showing how you would improve it.**

S2

iDea Awards

Bronze Badges



Pupils attempted iDea Awards to gain Entrepreneurial badges

S2

iDea Awards

Bronze Badges



Pupils continued to earn additional badges in Enterprise

S2

FairTrade



Pupils researched Fairtrade products which are available all over the world

S3

Needs and wants

Goods and services

Durable and non-durable

Pupils were introduced to the basics of Business Enterprise

Well Done!

August 2020

S2 – Business Enterprise

S3 – Business Dynamics

Topic 7

S2 Class Kahoot! to be completed

S3 Class Quiz to be completed

Forward planning

We have continued to work through the course plan to ensure we are in the best possible position to progress to the next stage of learning in August. To ensure you are as ready as you can be for next term, try to complete the following:

- Review your progress from Weeks 1 – 7 and complete any outstanding coursework
- Strengthen your understanding of the course so far by making use of all the revision resources available
- Familiarise yourself with the Class Notebook on Teams for use on return in August

Have a safe and restful summer holiday 😊

Roadmap to August 2020

Business Management National 5

Teams Code/Link: 3jb3In

Well done everyone for all of your hard work! It has been an unusual situation but, like always, our Bearsden students, parents/carers and staff, have risen to the occasion and all of us in the Business Education Department would like to thank you for all of your efforts throughout this term. We have achieved a lot in forming a strong foundation which is ready to support our next steps in August. While working online through Microsoft Teams, we have posted PowerPoint presentations, Sways, quizzes, research tasks and worksheets which outline new course material and we have been available online to answer any questions. The following roadmap is a summary of the National 5 topics which have been delivered so far.

Week 1

Introduction to Marketing

This week we looked at the Role of Marketing and Customer Segmentation.

We aimed to be able to:

- Explain what the role of marketing is
- Identify a market
- Identify reasons a business would segment their market

Week 2

Market Research

This week we looked at the Market Research. We aimed to be able to:

- Describe desk and field research
- Identify examples of market research
- Identify advantages & disadvantages of field and desk research

Now take the class Kahoot!

Week 4

The Marketing Mix – Product Part 2

This week we looked at the Marketing Mix - Product

We aimed to be able to:

- Describe the marketing mix
- Explain 'Product'
- Identify stages of the product lifecycle

The Marketing Mix – Product Part 1

This week we continued looking at the Marketing Mix - Product

We aimed to be able to:

- Explain extension strategies
- Identify examples of extension strategies
- Describe Branding

Week 3

Week 5

The Marketing Mix – Price

This week we looked at the Marketing Mix - Price

We aimed to be able to:

- Explain why setting the right price is so important to a business
- Describe different pricing strategies and reasons to use them

Week 6

The Marketing Mix – Place

This week we looked at the Marketing Mix – Place. We aimed to be able to:

- Explain 'Place'
- Identify different locations where products can be sold
- Identify methods of distribution

Now take the class Kahoot!

Well Done!

August 2020

We are planning to continue with our Marketing Topic and cover:

- Promotion and Advertising
- Ethical Marketing
- Role of technology in Marketing

Study Week

- Finish any outstanding work
- Look at Command Words

Week 7

We have continued to work through the course plan to ensure we are in the best possible position to progress to the next stage of learning in August. To ensure you are as ready as you can be for next term, try to complete the following:

- Review your progress from Weeks 1 – 7 and complete any outstanding coursework
- Strengthen your understanding of the course so far by making use of all the revision resources available (Powerpoint presentations, Revision notes, BBC Bitesize)

Have a safe and restful summer holiday

Roadmap to August 2020

Business Management Higher

Teams Code/Link: qjs7023

Well done everyone for all of your hard work! It has been an unusual situation but, like always, our Bearsden students, parents/carers and staff, have risen to the occasion and all of us in the Business Education Department would like to thank you for all of your efforts throughout this term. We have achieved a lot in forming a strong foundation which is ready to support our next steps in August. While working online through Microsoft Teams, we have posted PowerPoint presentations, Sways, quizzes, research tasks and worksheets which outline new course material and we have been available online to answer any questions. The following roadmap is a summary of the Higher topics which have been delivered so far.



It is important that each student is well prepared to commence study in August. To achieve this, please review all work covered so far. You should also submit any work that is outstanding. Please also access the following website for revision:

<https://www.bbc.co.uk/bitesize/subjects/zw26n39>

Have a safe and restful summer holiday

Roadmap to August 2020

Accounting Higher

Teams Code/Link: akcws5m

Well done everyone for all of your hard work! It has been an unusual situation but, like always, our Bearsden students, parents/carers and staff, have risen to the occasion and all of us in the Business Education Department would like to thank you for all of your efforts throughout this term. We have achieved a lot in forming a strong foundation which is ready to support our next steps in August. While working online through Microsoft Teams, we have posted PowerPoint presentations, workbooks, templates and worksheets with solutions which outline new course material and we have been available online to answer any questions. The following roadmap is a summary of the Higher topics which have delivered so far.

Week 1

Introduction to Budgeting

This week we looked at the purpose of budgeting

We aimed to be able to:

- Understand the use of budgets in a business
- Attempt exercises and self-assess
- Attempt exercises and submit for marking

Week 2

Cash Budgets

This week we looked at the preparation of Cash Budgets

We aimed to be able to:

- Understand the use and theory of Cash Budgets
- Understand the importance of the correct layout
- Attempt more complex exercises and submit for marking

Spreadsheets

This week we looked at Spreadsheets

We aimed to be able to:

- Understand basic formula
- Complete exercises on templates and self-assess
- Submit more complex exercises for marking

Week 4

Sales and Production Budgets

This week we introduced Sales Budgets and Production Budgets

We aimed to be able to:

- Understand the use and layout of these budgets
- Attempt exercises and self-assess
- Submit more complex exercises for marking

Week 3

Week 5

Budgeting Consolidation

This week we looked at consolidating our learning

We aimed to be able to:

- Complete 3 different types of budget
- Attempt tasks on spreadsheet using correct formulae
- Review solutions and compare best practise

Week 6

Budgeting Extension

This week we looked at completing more complex activities.

We aimed to be able to:

- Complete complex question types
- Complete a variety of Sales, Production and Cash budgets using spreadsheet formulae

Well Done!

SQA Question

We looked at SQA requirements

We aimed to be able to:

- Complete a 2019 Budgeting SQA question on a template using correct formulae

Study Week

- Finish any outstanding work
- Review all learning to date

Week 7

We have continued to work through the course plan to ensure we are in the best possible position to progress to the next stage of learning in August. To ensure you are as ready as you can be for next term, try to complete the following:

- Review your progress from Weeks 1 – 7 and complete any outstanding coursework
- Strengthen your understanding of the course so far by making use of all the revision resources available
- Familiarise yourself with the Class Notebook on Teams for use on return in August

Have a safe and restful summer holiday

Subject - Science

Year - S1 into S2

Moving from S1 into S2 Pupils experience a change in the teaching and learning model. Having one teacher and working through Science Topics they then move to subject specialists and work through discrete Sciences. This is reflected in the way they have been working through Lockdown.

Discovering Chemistry

Through completion of Booklet activities, movie clips, quizzes and online resources pupils have been learning about the Periodic Table and the elements. They have named compounds using new rules and have understood simple chemical formulae. We have looked at the differences between compounds and mixtures in the way that they are broken apart. They have created word equations from explanations of chemical reactions and been able to identify the difference between reactions and simple state changes. We worked on recognising chemical reactions happening around us every day and the importance that these reactions have even outside the classroom.

Forces

Through completion of online activities, quizzes, video clips and virtual experiments pupils have learned about Forces. They have defined Forces, looked at individual types of forces such as Electrostatic, Magnetic, Gravitational, Buotancy and more. We have worked on identifying contact and non-contact forces, the relationship between mass and weight and ways of measuring forces. They were given the opportunity to make their own rockets to exemplify unbalanced and balanced forces. We looked at the importance of friction in practical contexts and situations where friction should be increased or reduced. The next investigation task links with this Topic also.

Investigative Skills

Pupils have chosen their own experiments from a series of investigations looking at forces in everyday settings using resources they could find at home. Applying the concepts of dependent, independent and controlled variables they have planned and carried out practical tasks and gathered evidence to support a hypothesis.

Reporting on Findings

From the evidence they have gathered during the practical tasks they have produced a Scientific Report detailing their findings. This will have included key literacy and numeracy skills in Science such as creating tables, graphs and communicating their understanding of what their results mean.



Moving from S2 into S3 pupils experience a change in the teaching and learning model. Having three subject specialist teachers and working through Science Topics they then move to one dedicated Chemistry teacher and work through Level 3 and 4 BGE Science Chemistry knowledge and skills. This is reflected in the way they have been working through Lockdown.

Acids and Alkalis

Pupils had access to Booklets, movie clips and online resources during this topic via Show My Homework. During this time pupils have been working on a fundamentally important understanding of hazards and risk management in the laboratory. They have looked at warning symbols and discussed the use of PPE that may be worn where appropriate. We learned about chemical indicators to show that acids and alkalis are present. Pupils were also given the opportunity to make their own indicators if they had suitable fruit and veg at home!

The pH scale was covered as a way to show how concentrated or dilute an acid or alkali was and pupils could show their understanding of this in a creative way – we got some brilliant input from pupils here. The last section here relates to the combination of acids and alkalis that lead to neutralisation reactions. We researched the presence of acids in the environment and the negative impact that this can have on ecology and the urban environment. We also looked at the pH of substances in our kitchen cupboards!

Structure Bonding and Properties of the Elements

Pupils who had elected to continue with Chemistry in S3 have started to review their understanding of the elements and how they combine. Through completion of Booklet activities and access to narrated PowerPoints, movie clips and online resources pupils have been learning about the patterns in the Periodic Table and specific groups of elements. They have named compounds using rules and have understood simple chemical formulae. We have looked at the differences between compounds and mixtures using particle diagrams and will begin to develop their understanding of the atom using models with simple subatomic particles.

Roadmap to August 2020

Chemistry National 5

During the period of Lockdown our class have been working really well together while apart. We have used the most accessible methods of teaching and learning at our disposal and communicated frequently both on Teams and via email to ensure that any technological problems or any issues with understanding can be resolved quickly. In reviewing this Roadmap document, pupils should be able to see quickly the areas that they have successfully worked through and those which they may need to revisit before returning to school in August.

Resources for Each Topic

For each Topic pupils have been provided with a Sway Presentation with links to clips and animations allowing us to teach the key learning points of the section with an accompanying editable booklet for pupils to complete as they go. Each section also has a Quiz for pupils to work through to allow pupils to assess their progress and seek support to improve.

Organic Families (BGE)

- Alkanes, alkenes and isomers
- Addition Reactions
- Monomers and Polymers
- Naming Polymers

Atoms and Ions

- Atomic and Mass Number
- Atoms Becoming Ions
- Nuclide Notation
- Isotopes
- Relative Atomic Mass

Review of S1-S3 Knowledge

- Review of The Patterns in the Periodic Table
- Alkali Metals
- Halogens
- Noble Gases
- Structure of the Atom
- Formulae and Naming Compounds

Combining Atoms - Covalent

- Dot Diagrams
- Forces in Covalent Bonds
- Covalent Molecular and Network Elements
- Covalent Bonding in Compounds
- Shapes of Molecules
- Properties of Covalent Substances

Combining Atoms – Ionic

- Definitions
- Atoms becoming Ions
- Ionic Lattice Structures
- Properties of Ionic Substances
- Coloured Ions
- Writing ionic Formulae

August 2020

My intention in August is to continue wherever possible with the flipped learning model with National 5 pupils. Resources accessed outside school will develop a basic understanding of key concepts that will be more fully embedded in class through tutorial work and questioning. Practical work will be very carefully planned to support understanding of theory.

Complex Group Ions

- Databooklet
- Ionic and Chemical Formulae
- Ion Electron Equations
- Electrolysis
- Explaining Conductivity

Roadmap to August 2020

Chemistry Higher

During the period of Lockdown our class have been working really well together while apart. We have used what we believe to be the most effective methods of teaching and learning available to us at this point. We have communicated frequently both on Teams and via email to ensure that any technological problems or any issues with understanding can be resolved quickly. I have been so impressed with the way pupils have worked through their disappointment at having their examination processes disrupted and tackled their next learning year head on!

Resources for Each Topic

For each Topic pupils have been provided with a Narrated PowerPoint Presentation where we teach the key learning points of the section with an accompanying editable booklet for pupils to complete as they go. Each section also has a summative Quiz to gauge understanding and these are submitted as Assignments when pupils feel confident enough.

Periodicity – Physical Properties

- Newlands and Mendeleev's Models
- Melting and Boiling Points
- Standard States at Room Temperature
- Covalent Radius
- Electron Arrangement

Periodicity - Electronegativity

- Understanding Electronegativity
- Pauling Scale
- The Bonding Continuum
- Trends across a Period
- Trends down a Group

Periodicity - Ionisation

- Intra-atomic Forces
- Trends across a Period
- Trends down a Group
- First to Fourth Ionisation Energies
- Ion Electron Equations
- Combining Energies

Structure and Bonding - Elements

- Metallic Bonding
- Covalent Bonding in Molecules
- Covalent Bonding in Networks
- Forces in Monatomic Elements
- Trends in the Periodic Table

Structure and Bonding - Compounds

- The Bonding Continuum
- London Dispersion Forces
- Permanent Dipole-Dipole Interactions
- Hydrogen Bonding
- The Impact of Symmetry in Forces
- Ionic Bonding

August 2020

My intention in August is to continue wherever possible with the flipped learning model with Higher pupils. Resources accessed outside school will develop a basic understanding of key concepts that will be more fully embedded in class through tutorial work and questioning. Practical work will be very carefully planned to support understanding of theory.

Physical and Chemical Properties

- Melting and Boiling Points
- Viscosity
- Solubility and Miscibility

Roadmap to August 2020

Chemistry Advanced Higher

During the period of Lockdown our class have been working really well together while apart. We have discussed the most effective methods of teaching and learning and communicated frequently both on Teams and via email to ensure that any technological problems or any issues with understanding can be resolved quickly. I have been so impressed with the way pupils have worked through their disappointment at having their examination processes disrupted and tackled their next learning year head on!

Resources for Each Topic

For each Topic pupils have been provided with a Narrated PowerPoint Presentation where we teach the key learning points of the section with an accompanying editable booklet for pupils to complete as they go. Each section also has a Tutorial booklet for pupils to work through and these are submitted as Assignments when pupils feel confident enough.

The Electromagnetic Spectrum

- Electromagnetic Spectrum and Light
- Wave Model and Particle Model
- Chemistry and Colour
- Physical Constants
- Calculations converting Energy to Wavelength

Electronic Structure

- Quantum Theory
- Atomic Orbitals
- Principles of Orbital Filling
- Spectroscopic Notation
- Periodicity

Identifying Elements

- Hydrogen's Electron Transitions
- Atomic Emission Spectra
- Atomic Absorption Spectra
- Qualitative and Quantitative Analysis
- Identifying Elements from Spectra

Shapes of Molecules

- Extension of Covalent Bonding
- Atomic and Molecular Orbitals
- Dative Bonds
- Lewis Dot Diagrams
- Valence Shell Electron Pair Repulsion Models

Transition Metals

- Variable Valency
- Oxidation States
- Oxidation and Reduction Revised
- Colour In Transition Metal Compounds
- Transition Metals as Catalysts

August 2020

My intention in August is to continue wherever possible with the flipped learning model with AH pupils. Resources accessed outside school will develop a basic understanding of key concepts that will be more fully embedded in class through tutorial work and questioning. Practical work will be very carefully planned to support understanding of theory.

Transition Metal Complexes

- Ligands
- Naming Complexes (IUPAC rules)
- d-d Transitions
- Spectrochemical Series
- Colour in Complexes

Subject-

Computing Science

Year-

S1 into S2

Introduction

During the lockdown period pupils were given an open ended task to complete on the Internet using Code.Org. This was designed so that pupils would not need any specialised hardware and software to continue with their studies as all tasks are web based.

Once the timetable changed, we started a course on animation using a similar approach

Topic/Skill 1 Code.Org The Internet

Summary

This unit explores the technical challenges and questions that arise from the need to represent digital information in computers and transfer it between people and computational devices. The unit then explores the structure and design of the internet and the implications of those design decisions.

Topic/Skill 2 Pixar in a Box!

Summary

Pixar in a Box is a behind-the-scenes look at how Pixar artists do their jobs. You will be able to animate bouncing balls, build a swarm of robots, and make virtual fireworks explode. The subjects you learn in school — math, science, computer science, and humanities — are used every day to create amazing movies at Pixar.

Forward planning

Future topics include: -

Technology in our world

Databases

Web Design

Scratch Programming

Subject-

Computing Science

Year-

S2 into S3

Introduction

During the lockdown period pupils were given an open ended task to complete on Problem Solving using Code.Org. This was designed so that pupils would not need any specialised hardware and software to continue with their studies as all tasks are web based.

Once the timetable changed, we started a course on algorithms using a similar approach and building on the knowledge from Topic 1

Topic/Skill 1 Code.Org Problem Solving

Summary

Pupils looked at various aspects of Problem Solving , first of all looking at the process of problem solving before moving on to look at the specifics of how computers are used to solve problems.

Topic/Skill 2 Algorithms

Summary

Pupils look at various aspects of how algorithms are used, going from looking at basic algorithms to standard algorithms such as a binary search and how these are used in apps and games.

Forward planning

Future topics include: -

Computer Systems

Databases

Web Design

Internet Safety

Software Development using Python

Roadmap to August 2020

Computing Science National 5



During the lockdown period pupils have been studying the Computer Systems unit from National 5 Computing Science. This looks at how computers work in terms of their structure, how data is represented on the system, the implications of the use of computers on the environment and finally how to keep computer systems secure from the most common threats.

Computer Structure

The structure of a computer system
The processor and its constituent parts
The types of memory (ROM & RAM)
Buses (Address, Data & Control)

Computer Languages

The language used by all computers (machine code)
High Level Languages (HLL) and Low Level Languages (LLL) and their features
The need for translation
Types of translator and the advantages/disadvantages of their use

Data Representation—Text and Graphics

How text is represented in a computer system
How bitmapped graphics are stored in a computer system
How vector graphics are stored in a computer system
The advantages and disadvantages of bitmap and vector graphics

Data Representation Numbers

The units used in computing for representing data and convert between them
How integer values are stored
How to convert between binary and denary and vice versa
How real (decimal) numbers are stored.

Environmental Impact

How computers affect your carbon footprint
Ways you can reduce the environmental impact of computer use

Security Implications

Why computers must be kept secure
How firewalls work
How encryption works

Well Done!

August 2020



End of Unit Revision Task

Software Development Process
Analysis (Inputs, Processes and Outputs)
Design (Flowcharts, Structured Diagrams and Pseudocode)
Implementation (Python Programming)

Pupils will create a summary resource of their own choosing which will cover all areas of the course to date.

Forward planning

Our 3 remaining units are: -

- Software Design and Development
- Web Design and Development
- Database Design and Development

As you are aware Computing Science is a practical subject. It may become necessary that during the blended learning pupils may need to complete some practical work at home as the remaining course content is very practical heavy. We would ask if this is potentially a problem to please let the school know.

Have a safe and restful summer holiday 😊

Roadmap to August 2020

Computing Science Higher



During the lockdown period pupils have been studying the Computer Systems unit from Higher Computing Science. This builds on knowledge from National 5, going into more detail as to how computers work in terms of their structure, how data is represented on the system, the implications of the use of computers on the environment and finally how to keep computer systems secure from the most common threats.

Computer Structure

Discuss the different models of processor
Discuss the different types of memory
Explain the use of cache memory
Explain when static/dynamic memory may be used
Discuss the function of the different buses in operations that may be carried out

Performance

Describe the factors affecting computer system performance:

- Multi-core processors
- Width of data bus
- Cache memory

Real Numbers

Describe the relationship between the mantissa/exponent and the range/precision of a floating point number
Represent a real number in floating point representation

Positive and Negative Integers

Represent positive integers in binary up to 32 bits
Describe and use the two's complement system to represent negative integers
Describe the range of the numbers that can be represented using the two's complement system

Text

Explain what Unicode is
Describe the advantages of Unicode over ASCII
Describe the storage requirements for Unicode
Describe how many characters can be represented by ASCII

Environmental Implications

Describe the environmental impact of intelligent systems:

- Heating systems
- Traffic control
- Car management systems

August 2020

Well Done!

Software Development Methodologies
Analysis
Design
Implementation

Security Implications

Describe the types of DOS attack
Describe what is meant by Encryption
Discuss the purpose of Digital Certificates and Digital Signatures
Describe the purpose of server side validation of form data

Forward planning

Our 3 remaining units are: -

- Software Design and Development
- Web Design and Development
- Database Design and Development

As you are aware Computing Science is a practical subject. It may become necessary that during the blended learning pupils may need to complete some practical work at home as the remaining course content is very practical heavy. We would ask if this is potentially a problem to please let the school know.

Have a safe and restful summer holiday 😊

Roadmap to August 2020

Computing Science Adv Higher



During the lockdown period pupils have been studying the Computer Systems unit from Advanced Higher Computing Science. This builds on knowledge from Higher going into more detail as to how computers work in terms of their structure, how data is represented on the system, the implications of the use of computers on the environment and finally how to keep computer systems secure from the most common threats. We have also started looking at Analysis and Design of various software solutions.

Hexadecimal

What is hexadecimal
Why is it used
Converting between denary and hexadecimal
Converting between hexadecimal and denary

Microprocessor Architecture 1

- Names and purpose of the Special Purpose Registers
- Fetch / Execute cycle

Environmental Implications

Environmental impact of Cloud Systems

Microprocessor Architecture 2

Purpose of the Status Register
Purpose of Flags
Identifying the state of flags during an addition

Security Implications

SQL Injection Attacks
GDPR Implications

Initial Analysis

- End User Requirements
- Functional Requirements

August 2020

Well Done!

UML
Feasibility Studies
Planning
Testing



Detailed Analysis

Scope
Boundaries
Constraints

Forward planning

Our 3 remaining units are: -

- Analysis & Design a
- Software Design and Development
- MySQL Design and Development

As you are aware Computing Science is a practical subject. It may become necessary that during the blended learning pupils may need to complete some practical work at home as the remaining course content is very practical heavy. We would ask if this is potentially a problem to please let the school know.

Have a safe and restful summer holiday 😊

Introduction – Logo Design

The pupils task was to design a company logo of their choice. This task was a short design folio task where pupils were asked to produce research, initial ideas, developed ideas and final ideas for their chosen company.

Topic/Skill 1**Summary**

In the first week pupils were asked to watch video on the importance of company branding and looked through logo evolution. From watching these videos pupils were asked to complete a mind map of their company. The mind map was uploaded into teams.

Topic/Skill 2**Summary**

In week 2 pupils were asked to sketch 6 initial ideas with annotation and take 2 initial ideas and develop them further. At this point pupils could look at simple shapes images on the internet that could be used within the logo or background of logo. Throughout this task we asked pupils to annotate their ideas. This again was uploaded into teams

Topic/Skill 3**Summary**

In week 3 pupils were asked to finalise their final design taking a closer look at fonts and colours chosen. Pupils were asked again to annotate their final design and to place their final design into context i.e. letter head or business card. Their final design was uploaded into teams

Forward planning

As we return to S2 in August pupils will look at café design working in teams on menu design, café layout and furniture design. Some of the task will be completed at home and other tasks, i.e. model making and CAD will be in school.

S3 GD&M Roadmap to August 2020

S3 Graphic Design & Manufacture



Team Codes:

dqhbeme - Column F

wsbh5ay- Column H

Thank you to everyone for working so hard to submit their assignments and take part in live lessons, despite some technical issues! The tasks set, over the last weeks, were designed to give pupils a taste of different aspects of the course. It should also develop their skills and understanding in preparing a design folio, as well as build on their core skills, knowledge and confidence in the subjects. This roadmap provides an overview of the topics that have been delivered, to date.

Week
1

Topic 1

Introduction to the Graphic Design & Manufacture Course

- Information on how to use Teams and etiquette.
- Introduction to the topics covered in subject areas.
- Video links to demonstrate Design & Manufacture in industry
- Career Information

Narrated PowerPoint with video links provided for pupils to view.

Week
2

Topic 2

Analysing a Design Brief

- How to identify and research design factors
- Analysing a proposed brief using a Mind Map
- Selecting appropriate details using provided notes

Produce Mind Map using Narrated PowerPoint and course notes.
Feedback provided through Teams and comments.

Topic 4

Sketching Skills

- Use a range of 2D techniques to develop sketching skills.
- Create simple and effective ideas using a range of line types and shapes.
- Generate initial ideas to meet a Design Brief.

Information given on PowerPoint with video links to assist learning.
Feedback provided through Teams and comments.

Week
4

Topic 3

Creating a Mood Board

- Extract key information from a Design Brief to research
- Use a variety of techniques to generate new and existing ideas
- Demonstrate how to create a Mood Board

Use narrated PowerPoint and video links to develop knowledge required. Feedback provided through Teams and comments.

Week
3

Week

Topic 5

N/A

Week

Topic 6

N/A

Well
Done!

August 2020



Revision topics:

- Improve skills and knowledge of CAD 3D modelling techniques
- Creating a Design Specification and using it to generate design ideas and annotations.

- Develop 2D Sketching skills.
- Application and use of Design Factors

Week
5

It has been a trying time for everyone, and both pupils and parents have adapted well to using new technologies, including, use of Show My Homework and Teams. Students also have the opportunity to download free software so they can further their skills and knowledge, as required, with instructions provided on Teams. We have continued to work through the course plan to ensure that we are in the best possible position to progress to the next stages of learning. In order to prepare for August, it is immensely important that each student maintains and continues to develop their skills in preparation for their return. To achieve this, please consider the following:

Review your progress from Weeks 1– 5 and complete any outstanding coursework.

- **Submit any outstanding assignments before Friday 31st July 2020.**

Strengthen your understanding of the new topics by making use of the revision materials uploaded to Microsoft Teams. Thank you.

Have a safe and restful summer holiday 😊

Subject- S3 Engineering Science

Teams Codes:

G Column: sr4rzk3

I Column: nbk0a8i

Introduction

In our first unit of Engineering Science for S3 we explore the concept of what technology is. Pupils explore a definition of technology and investigate the evolution of a piece of technology from its first incarnation to present day. This sets the contexts for present day engineering and the topics we will explore through the next academic session.

Topic/Skill 1 Introduction to Microsoft Teams

Summary: Simple task linking to teams support resources and asking pupils to confirm their access to materials.

Topic/Skill 2: Introduction to Technology

Investigation into what technology is and what we define as technology, High tech and low tech. are things we take for granted actually technology but we don't realise. Framing how we look at our environment and the role technology takes in our day to day lives.

Topic/Skill 3 Technology Continued

Summary : Pupils make 2 lists using the headings NEEDS and WANTS. We propose a post apocalyptic scenario where pupils are hiding from a zombie threat. We challenge pupils to look at what is necessary to survive and what is considered luxury in this context and then looking at the technology they identify ask we ask them to consider our everyday lives the same way.

Topic/Skill 4 Technology Timeline

Summary : Pupils asked to research a piece of technology i.e. personal transport: and create a graphic timeline detailing its evolution from invention to present day.

Forward planning

In August we will likely begin with one of our units that is best suited to a blended learning model. This will likely be Energy calculations.



Roadmap to August 2020

Design and Manufacture N4/5



Teams Code/Link:

phmn82q (Senior)
41aptce (Column F)
flsk237 (Column G)

As the end of term approaches the Design and Technology Department would like to thank our pupils, parents and guardians for the concerted effort and commitment to remote learning. The learning and teaching that has occurred digitally over the past few months has provided a strong foundation which we will continue to build upon in August. Course resources, live sessions and pupil assignments have been uploaded to Microsoft Teams on a weekly basis and teachers have provided feedback to help our learners inform their next steps. The following roadmap is a summary of the National 5 topics which have been delivered to-date.

Week 1

The Design Team and Process

The Team and Process lesson content:

- Members of the design team
- The design process
- Design briefs
- Graphics techniques

Now attempt assignment 01 Design Team & Process

Week 2

Design Factors - Function

Function lesson content:

- Product analysis
- Primary and secondary functions
- Fitness for purpose

Now attempt assignment 02 Function

Design Factors - Performance

Performance lesson content:

- Durability
- Value for money
- Ease of maintenance
- Ease of use
- Product life cycle and style/fashion/fad

Now attempt assignment 04 Performance

Week 4

Design Factors - Aesthetics

Aesthetics lesson content:

- Line, shape and form
- Colour, contrast and harmony
- Proportion and size
- Aesthetics product analysis
- Literacy

Now attempt assignment 03 Aesthetics

Week 3

Week 5

Design Factors - Ergonomics

Ergonomics lesson content:

- Anthropometrics
- Physiology
- Psychology
- Exam command words

Now attempt assignment 05 Ergonomics

Week 6

Design Factors - Market

Market lesson content:

- Identifying the market (market segments & 4P's)
- Marketing research
- Market niche
- Market pull/technology push
- Marketing techniques and branding

Now attempt assignment 06 Market

Well Done!

August 2020

We are planning to start with the following topics:

- Design factors— Safety , Environment & materials
- Materials and Manufacturing skills
- Analysing a brief, Research & Specifications



Revision

Revision topics:

- The design team and process
- Design factors: function, aesthetics, performance, Ergonomics and market

Week 7

We have continued to work through the course plan to ensure that we are in the best possible position to progress to the next stage of learning in August. It is immensely important that each young person maintains and continues to develop their skills in preparation for resuming work in August. To achieve this, please consider the following:

- Review your progress from Weeks 1 – 7 and complete any outstanding coursework.
- Submit any outstanding assignments before Friday 31st July 2020.
- Strengthen your understanding of the new topics by making use of the revision materials uploaded to Microsoft Teams.

Have a safe and restful summer holiday 😊

Roadmap to August 2020

Design and Manufacture N5



Teams Code/Link:

phmn82q (Senior)
41aptce (Column F)
flsk237 (Column G)

As the end of term approaches the Design and Technology Department would like to thank our pupils, parents and guardians for the concerted effort and commitment to remote learning. The learning and teaching that has occurred digitally over the past few months has provided a strong foundation which we will continue to build upon in August. Course resources, live sessions and pupil assignments have been uploaded to Microsoft Teams on a weekly basis and teachers have provided feedback to help our learners inform their next steps. The following roadmap is a summary of the National 5 topics which have been delivered to-date.

Week 1

Safe Working Practice

Safe Working Practices lesson content:

- Personal protective equipment: apron, gloves, safety goggles, safety specs, visors, dust protection.
- Good practice and safe systems for the workshop

Now attempt assignment 01 Safe Working Practices

Week 2

Materials

Materials lesson content:

- Softwoods
- Hardwoods
- Manufactured Boards
- Timber Supply

Now attempt assignment 02 Materials

Reading and Interpreting Drawings

Reading and Interpreting Drawings lesson content:

- Working drawings, pictorial drawings, diagrams, cutting lists
- Orthographic projection
- Scale
- Basic drawing conventions (line types)
- Dimensioning

Now attempt assignment 03 Reading and Interpreting Drawings

Week 4

Measuring and Marking Out

Measuring and Marking Out lesson content:

- Common marking out tools: steel rule, tape measure, try-square, marking gauge, mortise gauge, marking knife, sliding bevel, outside callipers, bradawl
- Templates
- Safety Checks

Now attempt assignment 04 Measuring and Marking Out

Week 3

Week 5

Bench Work - Planes

Bench Work - Planes lesson content:

- Types of Planes - Jack, smoothing, plough, bull-nose, block, rebate and combination
- Parts of plane: cap iron, cutting iron, adjusting lever and adjusting nut, depth stops and fence

Now attempt assignment 05 Bench Work - Planes

Week 6

Bench Work

Bench Work lesson content:

- The bench and vice
- Common bench tools: saws, mallet, hammers, pincers, spoke shave, hand drills, braces, screwdrivers, bench hook and nail punch
- Chisels and main parts of chisels

Now attempt assignment 06 Bench Work

Well Done!

August 2020

We are planning to start with the following topics:

-



Revision

Revision topics:

- Safe working practices
- Materials
- Reading and interpreting drawings
- Measuring and marking out
- Bench Work

Week 7

We have continued to work through the course plan to ensure that we are in the best possible position to progress to the next stage of learning in August. It is immensely important that each young person maintains and continues to develop their skills in preparation for resuming work in August. To achieve this, please consider the following:

- Review your progress from Weeks 1 – 7 and complete any outstanding coursework.
- Submit any outstanding assignments before Friday 31st July 2020.
- Strengthen your understanding of the new topics by making use of the revision materials uploaded to Microsoft Teams.

Have a safe and restful summer holiday 😊

Roadmap to August 2020

Nat 5 Engineering Science



Teams Code/Link:

vh420bd (Column F)

83yrr3o (Column G)

As the end of term approaches the Design and Technology Department would like to thank our pupils, parents and guardians for the concerted effort and commitment to remote learning. The learning and teaching that has occurred digitally over the past few months has provided a strong foundation which we will continue to build upon in August. Course resources, live sessions and pupil assignments have been uploaded to Microsoft Teams on a weekly basis and teachers have provided feedback to help our learners inform their next steps. The following roadmap is a summary of the National 5 topics which have been delivered to-date.

Week
1

Introduction to MS Teams

Introduction to Teams and tutorials on access and usage.

Week
2

What is Energy—The Greenhouse Effect

Introduction/ recap of the 3Ps of Graphics: Preliminary, Production & Promotion

Benefits of DTP to the graphic designer, graphics industry and the environment.

Now submit assignment 1

Now attempt assignment 2

Energy Calculations 2

Focus on energy calculations.

Week
4

Energy Quiz 1—Written questions

Focus on answering state, describe and explain questions.

Week
3

Now attempt assignment 4

Now attempt assignment 3

Week
5

Energy Calculations 3

Continued focus on energy calculations.

Week
6

Energy Audits

Based on feedback from assignments 4 and 5 focus on energy audits.

Now attempt assignment 5

Now attempt assignment 6

Well
Done!

August 2020

In August recap of Energy topic before moving onto a new topic, Pneumatics or Programmable Control.



Energy Audits 2

Use knowledge and understanding gained in previous weeks carry out energy audit of home appliance (kettle).

Week
7

Now attempt assignment 7

We have continued to work through the course plan to ensure that we are in the best possible position to progress to the next stage of learning in August. It is immensely important that each young person maintains and continues to develop their skills in preparation for resuming work in August. To achieve this, please consider the following:

- Review your progress from Weeks 1 – 7 and complete any outstanding coursework.
- Submit any outstanding assignments before Friday 31st July 2020.
- Strengthen your understanding of the new topics by making use of the revision materials uploaded to Microsoft Teams.

Have a safe and restful summer holiday 😊

Roadmap to August 2020

Design and Manufacture Higher



Teams Code/Link: uxtlhw

As the end of term approaches the Design and Technology Department would like to thank our pupils, parents and guardians for the concerted effort and commitment to remote learning. The learning and teaching that has occurred digitally over the past few months has provided a strong foundation which we will continue to build upon in August. Course resources, live sessions and pupil assignments have been uploaded to Microsoft Teams on a weekly basis and teachers have provided feedback to help our learners inform their next steps. The following roadmap is a summary of the Higher topics which have been delivered to-date.

Week 1

The Design Team and Process

The Team and Process lesson content:

- People who influence design
- The design process
- Design briefs
- Design specifications

Now attempt assignment 01 Design Team & Process

Week 2

Design Factors - Function

Function lesson content:

- Primary and secondary functions
- Fitness for purpose

Now attempt assignment 02 Function

Design Factors - Performance

Performance lesson content:

- Durability
- Value for money
- Ease of maintenance
- Running costs
- Materials and manufacturing processes

Now attempt assignment 04 Performance

Week 4

Design Factors - Aesthetics

Aesthetics lesson content:

- Line, shape and form
- Colour
- Proportion
- Aesthetics product analysis

Now attempt assignment 03 Aesthetics

Week 3

Week 5

Design Factors - Ergonomics

Ergonomics lesson content:

- Anthropometrics
- Physiology
- Psychology

Now attempt assignment 05 Ergonomics

Week 6

Design Factors - Market

Market lesson content:

- Identifying the market
- Marketing techniques
- Market research
- Market pull/technology push
- Style/fashion/fads

Now attempt assignment 06 Market

Well Done!

August 2020



Revision

Week 7

We are planning to start with the following topics:

- Design factors— Safety
- Modelling skills
- Intellectual property rights (IPR)

Revision topics:

- The design team and process
- Design factors: function, aesthetics, performance, ergonomics and market

We have continued to work through the course plan to ensure that we are in the best possible position to progress to the next stage of learning in August. It is immensely important that each young person maintains and continues to develop their skills in preparation for resuming work in August. To achieve this, please consider the following:

- Review your progress from Weeks 1 – 7 and complete any outstanding coursework.
- Submit any outstanding assignments before Friday 31st July 2020.
- Strengthen your understanding of the new topics by making use of the revision materials uploaded to Microsoft Teams.

Have a safe and restful summer holiday 😊

S5 HGC Roadmap to August 2020

Higher Graphic Communication



Team Codes:

lba7sn1 - Column C

wmOri9s - Column E

Thank you to everyone for working so hard to submit their assignments and take part in live lessons, despite some technical issues! The tasks set, over the last weeks, were designed to give pupils a taste of different aspects of the course, develop their skills and understanding in producing manual and digital media, as well as building on their core knowledge and confidence in the subject. This roadmap provides an overview of the topics that have been delivered, to date.

Week 1

Topic 1

Desk Top Publishing - Using the 3 P's

- Intro to Preliminary, Production & Promotional Graphics
- What type of graphics are used in each
- Who produces them
- Advantages & disadvantages of various drawing types

Narrated PowerPoint with video links provided for pupils to
Complete task. Feedback provided through Teams and comments.

Week 2

Topic 2

DTP - Elements & Principles

- Design elements Notes
- Design Principles Notes
- Elements & Principles exam style questions

Complete tasks set. Feedback provided through Teams and opportunity to discuss tasks through Q & A sessions.

Topic 4

3D Sketching & Rendering

- Create pictorial line sketch using 2Pt Perspective technique.
- Apply skills such as accuracy, good proportion, & line quality
- Describe & justify the main types of 3D graphics employed in design, manufacturing and marketing

Complete tasks set. Feedback provided through Teams and opportunity to discuss tasks through Q & A sessions.

Week 4

Topic 3

DTP - Using Design Principles

- Design Principles narrated PowerPoint
- Design Principles—Complete Tutorials & Examples
- Design Principles Form quiz
- Design Principles Task - Create a Bus Shelter Advert

Complete tasks set. Feedback provided through Teams and opportunity to discuss tasks through Q & A sessions.

Week 3

Week 5

Topic 5

Infographic

- Explain what an infographic is and where they may be used.
- What are the advantages of using infographics.
- Create an infographic from information provided.

Complete an app design using the information. Feedback provided through Teams and opportunity to discuss tasks through Q & A sessions.

Week 6

Topic 6

File Types

- Develop knowledge of file types and where they are used.
- Difference between Raster and Vector files.
- Advantages & disadvantages of file types
- Research and complete questions on File Types.

Complete tasks set. Feedback provided through Teams and opportunity to discuss tasks through Q & A sessions.

Well Done!

August 2020

- Improve skills and knowledge of CAD 3D modelling techniques
- Apply rendering techniques using different media
- Develop knowledge of building drawings and symbol.



Revision topics:

- Desk Top Publishing— Elements, Principles & Techniques.
- Develop 3D Sketching skills.

Week 7

It has been a trying time for everyone, and both pupils and parents have adapted well to using new technologies, including, Show My Homework, Channels and Teams. Students have the opportunity to download free software so they can further their skills and knowledge, as required, with instructions provided on Teams. We have continued to work through the course plan to ensure that we are in the best possible position to progress to the next stage of learning. In order to prepare for August, it is immensely important that each student maintains and continues to develop their skills in preparation. To achieve this, please consider the following:

Review your progress from Weeks 1 – 7 and complete any outstanding coursework.

- **Submit any outstanding assignments before Friday 31st July 2020.**

Strengthen your understanding of the new topics by making use of the revision materials uploaded to Microsoft Teams

Have a safe and restful summer holiday ☺

Roadmap to August 2020

Engineering Science Higher



Teams Code/Link: xxxxxxxx

The Higher Engineering Science classes have begun working on the first Unit of work: Digital Electronics in the form of Logic. This consolidates work completed at N5 level and introduces new concepts, building on prior learning. Tasks are coupled with full notes available on the Class Notebook in Teams. Prior reading for each task is outlined in the Assignments set in Teams and is absolutely required. Any complicated questions that have arisen have been supported with audio described powerpoints available on Teams too.

Live support for Higher ES is available on Fridays from 12:00 to 13:15

Week 1

Topic 1

Introduction to Teams and tutorials on access and usage.

Week 2

Topic 2

Logic assignment 1 and 2

Topic 4

Logic Assignment 5 and 6

Week 4

Topic 3

Logic assignment 3 and 4

Week 3

Week 5

Topic 5

Logic assignment 7 : Introduction to Boolean Algebra

Week 6

Topic 6

Logic Assignments 8 and 9.
Both assignments set with supplementary support in the form of narrated presentations, available in teams.

Well Done!

August 2020

August will see Digital Electronics: logic being rounded off and Energy will be the second topic we will cover. Energy booklets will be uploaded to the Class Notebook for perusal and prior reading during the holidays.



Topic 7

Some reading and further tasks will be set to be completed over the holidays (optional tasks)

Week 7

Forward planning

Have a safe and restful summer holiday 😊

S6 AHGC Roadmap to August 2020

Adv. Higher Graphic Communication



Team Code: ct06hp3

Thank you to everyone for working so hard to submit their assignments and take part in live lessons, despite some technical issues! The tasks set, over the last weeks, were designed to give pupils a taste of different aspects of the course, develop their skills and understanding of Technical Graphics and Commercial/Visual Media Graphics, well as building on their core knowledge and confidence in the subject. This roadmap provides an overview of the topics that have been delivered, to date.

Week 1

Topic 1

Course Reading:

- Intro to course structure—SQA PowerPoint to view
- AHGC Course Specification Document to read.
- AHGC Final Project document to read.

Complete tasks set. Feedback provided through Teams and opportunity to discuss tasks through Q & A sessions.

Week 2

Topic 2

Creators and Users :

- Research Creators and Users of graphics in the Built Environment and Manufacturing & Engineering.
- Read Course notes regarding Technical Graphics
- Make notes on above areas using Class Notebook section provided.

Complete tasks set. Feedback provided through Teams and opportunity to discuss tasks through Q & A sessions.

Topic 4

CAD Illustration, CAD/CAM & File Types

- Research CAD, Computer Illustration, Simulation and CAD-CAM systems.
- Take notes and answer questions in booklet on Class Notebook.
- Read Information on SQA Final Assignment Briefs.

Feedback provided through Teams and opportunity to discuss tasks through Q & A sessions.

Week 4

Topic 3

Developing CAD Skills : Surface Modelling

- Use Class Notebook—Work through instructions and video links to complete tutorial exercises.
- Create BMW Alloy Wheel to test knowledge of Surface Modelling.

Feedback provided through Teams and opportunity to discuss tasks through Q & A sessions.

Week 3

Week 5

Topic 5

Technical Graphic File Types & Techniques

- Research technical graphic file types and complete booklet in Class Notebook.
- Draught possible Final Assignment Design Brief for consideration

Feedback provided through Teams and opportunity to discuss tasks through Q & A sessions.

Week 6

Topic 6

Common File Types Used in Graphics

- Read course notes on how various files are used.
- Advantages & disadvantages of file types
- Complete table using info and PowerPoint provided

Feedback provided through Teams and opportunity to discuss tasks through Q & A sessions.

Well Done!

August 2020



- Improve skills and knowledge of CAD 3D modelling techniques
- Apply rendering techniques using different media
- Develop knowledge of building drawings and symbol.

Revision topics:

- Develop knowledge of CAD Techniques using tutorials/tasks
- Build on knowledge of Creators and Users for Final Assignment.

Week 7

It has been a trying time for everyone, and both pupils and parents have adapted well to using new technologies, including, Show My Homework, Channels and Teams. Students have the opportunity to download free software so they can further their skills instructions and video and knowledge, as required, with instructions provided on Teams. We have continued to work through the course plan to ensure that we are in the best possible position to progress to the next stage of learning. In order to prepare for August, it is immensely important that each student maintains and continues to develop their skills in preparation for their return. To achieve this, please consider the following:

Review your progress from Weeks 1 – 7 and complete any outstanding coursework.

- **Submit any outstanding assignments before Friday 31st July 2020.**

Strengthen your understanding of the new topics by making use of the revision materials uploaded to Microsoft Teams. Thank you.

Have a safe and restful summer holiday ☺

Roadmap to August 2020

Subject S2



ims Code/Link: 1.6 1.10

Introduction

We would like to take this opportunity to thank you all for your engagement as we have started our S1Drama journey. The focus has very much been on what we can achieve together through online learning. The philosophy of the teaching and learning process in Drama at Bearsden Academy is to teach the theory through the practice, and while that has been challenging to achieve we have still attempted to ensure the practical element of the S1 course is delivered too. We have achieved a lot online so far and that will give all our S1 Drama pupils a strong, purposeful platform in which to build their learning further in August.

Week 1

Anti Bullying

Continuing our work on from the unit we were working on prior to lock down, pupils wrote a diary entry wither as a bully or a victim of bullying.

Week 2

Characterisation

Based on the script—Travel Agent, pupils analysed the script in terms of character. Focussing on particular on voice and movement vocabulary.

Theatre Arts

Still using the Travel Agent script, pupils analysed the script in terms of theatre arts, learning about sound and lighting, They also drew a ground plan of the stage.

Week 4

Shakespeare

Pupils researched and listed all of Shakespeare's play, dividing them into genre.
Pupils also watched a performance of A midsummer Nights Dream on BBC iplayer.

Week 3

Week 5

A Midsummer Nights Dream

Pupils created a storyboard of the main plot points of the play.
Pupils designed a costume for their favourite character.

Week 6

A Midsummer nights Dream

Pupils wrote a recipe for their own love juice potion from the play. They took photographs or filmed themselves creating the potion from items they had gathered at home or from their daily walks.

Well Done!

August 2020



Topic 7

Week 7

As pupils advance into S2our focus is very much on teaching skills through practical activity as well as research and evaluation.

Pupils were given a powerpoint presentation which reviewed and consolidation previous learning from the beginning of S1. Pupils then created their own tableaux

• Forward planning

- Over the final term of learning in S1 pupils have been given the opportunity to explore through mixed media, careers beyond acting in the theatrical world. As well as exploring lighting and sound, pupils also developed their script writing, research and presentation skills. During the final weeks pupils were given the opportunity to use skills in creating tableaux through different stimuli. All these skills will continue to be consolidated upon returning to the classroom. In S2 we will take a project based learning approach to blended learning, covering skills such as: voice, movement, improvisation, theatre arts and drama conventions.

Have a safe and restful summer holiday ☺

Roadmap to August 2020

Level – S2/S3 DRAMA

Introduction

Our aim during this term was to introduce S2 to Theatre arts, exploring practically using the resources they would have around them. As well as to learn about the careers associated with these Theatre Arts areas.

Week 1

- A gobo is a stencil or template placed inside or in front of a light source to control the shape of the emitted light.
- Pupils created and experimented with their gobos.

Week 2

- This week we learnt about sound effects other than speech or music made artificially for use in a play, film, or other broadcast production. Pupils then went onto create their own sound effects.

Week 4

- We learnt about the different types of staging.
- The shape and nature of different performance spaces and stages affect the way that plays are staged and performed.

Week 3

- We learnt about Set, creating our own model boxes.
- It's important that the choice of set suits the style of production and enhances it. The set designer must have an excellent working knowledge of the needs of the play.

Week 5

- We learnt about selecting and designing set
- It's important that the choice of set suits the style of production and enhances it. The set designer must have an excellent working knowledge of the needs of the play.

Week 6

- We evaluated what we had learnt over the previous weeks, completing an evaluation.
- Pupils rated this unit 4.21 out of 5 stars.

Summary

In summary over the final term of learning in S2, pupils have been given the opportunity to explore through mixed media, careers beyond acting in the theatrical world. As well as exploring lighting, sound and set/set design.

During the final weeks pupils were given the opportunity to be creative in creating tableaux through different stimuli. All these skills will continue to be consolidated on returning to the classroom.

Week 7, 8

Pupils have been set the task of creating 6 Tableaux.

Two different stimuli were used- Isolation (lockdown) and Freedom (after lockdown). Pupils were encouraged to be creative with their responses. They could use photograph to show the tableaux or literacy to describe them.

Have a safe and restful summer holiday

Roadmap to August 2020



Drama National 5

Introduction

With the summer holidays within touching distance, we reflect on what has been a unique term for students, parents/carers and staff. The Drama Department would like to take this opportunity to thank you for all of your efforts throughout this term. During this time the department have worked to create a positive and strong foundation to support Blended learning when we return to school in August. While working online through Microsoft Teams, we have posted weekly theoretical and practical tasks to provide creative learning experiences and a platform to provide feedback. The following roadmap is a summary of the components pupils have worked on in their Drama Skills Unit.

Week 1

Staging types

Summary

- ◆ Areas of the stage
- ◆ Types of stage
- ◆ Pros & Cons of stage types in performance
- ◆ Researching & Sourcing theatrical venues
- ◆ Revision of staging via BBC Bitesize

Week 2

Themes & Issues

Summary

- ◆ Themes and Issues
- ◆ Responding to stimuli
- ◆ Researching & sourcing forms of stimuli
- ◆ Explore social and cultural influences on drama
- ◆ Practical exploration, through tableaux

Performance Analysis

Summary

- ◆ Watch– Theatrical production– Girls like that
- ◆ Revision of terms & Production notes– focusing on themes/genre/style/forms/acting concepts/design concepts/staging/target/audience/character/ character relationships/mood & atmosphere

Week 4

Themes & Issues– Monologue

Summary

- ◆ Script writing– linking to week 2 themes.
- ◆ Exploration of convention– Monologue
- ◆ Portraying a character– using appropriate voice & movement techniques.

Week 3

Week 5

Live chat– Performance Analysis

Summary

- ◆ Live chat class discussion on—Girls like that by Evan Placey. Focusing on week 4 's Knowledge and Understanding.

Week 6

Evaluation of Self

Summary

- ◆ Self evaluation and analysis of practical performance – Monologue.
- ◆ Introduction to N5 Written exam- Section 1– evaluation of self questions.

Well Done!

August 2020



Evaluation of Others

Week 7

We will continue to develop the skills explored looking at-

- ◆ Textual stimuli.
- ◆ Cultural and Social influences on drama productions.
- ◆ Exploring form/genre/structure/style.

Summary

- ◆ Self evaluation of practical performance– monologue.
- ◆ Introduction to N5 Written exam- Section 1– Evaluation of others questions.

Forward planning

We have continued to work through the course outline, tailoring tasks to develop both practical and theoretical knowledge. This places us in a positive position to continue to progress with our delivery of Drama & Production skills when we return in August. While the nature of drama does require pupils to work as part of a team, a lot of the skills, knowledge and understanding taught in drama is developed through individual contribution and input. As a result, it is extremely important that each young person maintains and continues to develop their skills in preparation for resuming work in August. To achieve this, please consider the following

- ◆ Review your progress from Weeks 1 –7 and complete any outstanding coursework.
- ◆ Strengthen your understanding of Drama terminology using the support notes in Teams– Files/Class note book &
- ◆ www.bbc.co.uk/bitesize/examspecs/z4bfscw

Have a safe and restful summer holiday 😊

Roadmap to August 2020

Subject Higher Drama



Teams Code: 8u1eqcm

Introduction

We would like to take this opportunity to thank you all for your engagement as we have started our Higher Drama journey. The focus has very much been on what we can achieve together through online learning. The philosophy of the teaching and learning process in Drama at Bearsden Academy is to teach the theory through the practice, and while that has been challenging to achieve we have still attempted to ensure the practical element of the Higher course is delivered too. We have achieved a lot online so far and that will give all our Higher Drama pupils a strong, purposeful platform in which to build their learning further in August.

Week
1

Topic: Overview of Higher Course

Drama Skills
Production Skills
Higher Drama Exam structure:
Theatre Production: Text in Context
Theatre Production: Application
Performance Analysis

Week
2

Topic: Recap of Movement Terminology

Looking at key vocabulary associated with Movement:
Facial Expressions, Body language, Eye-contact, Posture, Stance, Gesture, Proxemics, Balance, Rhythm, Use of Levels, Abstract, Stylised, Positioning.

Topic: Recap of Voice Terminology

Looking at key vocabulary associated with Voice: Accent, Pitch, Tone, Intonation, Volume, Fluency, Use of Pause, Projection, Register, Articulation, Emphasis.

Week
3

Topic: Watching National Theatre's 'Frankenstein'

Contextualising the recap on Movement and Voice terminology, analyse the National Theatre's production of 'Frankenstein' online. First task was to analyse Jonny Lee Miller play the Creature and the second task was to watch the performance again and analyse Benedict Cumberbatch play the Creature. Online tutorial to discuss.

Week
4

Week
5

Topic: Analysing 5 moments of Tension

From watching 'Frankenstein' online discussion on how Tension was created. Pupils asked to write down 5 paragraphs of these moments of tension.
Essay structure introduced through the WHAT/HOW/WHY

Week
6 & 7

Topic: Performance Project on 'Isolation'

Using the current Covid—19 crisis and the production of 'Frankenstein' as stimuli, pupils asked to plan, create and present a performance (monologue OR group performance with family members!) on the theme of 'Isolation'

Well
Done!



August 2020

Pupils will start looking at their Set-Text play.
Planning for their next Performance Project in relation to Set-Text Play.

We have ensured that those aspects of the Higher Drama course that can be taught online are the areas that are focussed on. Given the practical nature of the course, we are looking at how we can incorporate this into the teaching and learning while ensuring we are adhering strictly to social distancing. At this stage, we would ask that you:

- Continue to look over key movement and voice terminology.
- Look over Production area terminology such as Lighting, Sound, Props, Set-Design, Hair and Make-up, Costume.
- Engage with online performances from the National Theatre. Performances are broadcast on Thursday evening on YouTube at 7pm. Notwithstanding, the National Theatre online catalogue from the link below.

<https://www.dramaonlinelibrary.com/series/national-theatre-collection-iid-190464>

<https://www.sqa.org.uk/sqa/47894.html>

Have a safe and restful summer holiday 😊

Level – NPA Technical Theatre Theatre

Introduction

The National Progression Award (NPA) in Technical Theatre in Practice at SCQF level 6 is designed to provide candidates with a range of design skills for use in technical theatre. Candidates use design skills as well as specialising in specific areas such as lighting, sound, prop making or model set construction.

Unit 1 - Context of Technical Theatre

To research a producing house in the UK, look at the 'non acting structure' of who works in the theatre, (a theatrical family tree) To present this to the class via teams

Deadline 12th of June

Unit 1 - Context of Technical Theatre Task 2

Watch the powerpoint and the clip within to learn more about the role of a stage manager and the Stage Management Team. Submit answers via teams.

Deadline 19th of June

Unit 1 - Context of Technical Theatre Task 3

Watch the powerpoint I have talked through, and then research and give examples of different theatre types. Aim to learn about different types of staging.

Deadline 24th of June

August 2020 - Assessment 1

Multiple-choice questions.

- 1 Demonstrate knowledge and understanding of theatre roles, terminology and practices within the production process

August 2020 - Assessment 2

Short answer questions.

- 2 Investigate a range of performance spaces.

September week 1-3

Through blended learning, overtake the learning for identifying technical aspects required within a textual extract. To support learning for assessment 3

Summary

In summary by October break the first unit Context of Technical Theatre will be overtaken, including the analysis of the performance 'Things I know to be true' Frantic assembly. Through analysis and research we will develop the technical skills needed in practical Technical Theatre, and will form assessment 4 of the unit.

Have a safe and restful summer holiday

Roadmap to August 2020

Subject NPA Musical Theatre



Teams Code/Link: ri499j8

Introduction

We would like to take this opportunity to thank you all for your engagement as we have started our NPA Musical Theatre journey. The focus has very much been on what we can achieve together through online learning. The philosophy of the teaching and learning process in Musical Theatre at Bearsden Academy is to teach the theory through the practice, and while that has been challenging to achieve we have still attempted to ensure the practical element of the Musical Theatre course is delivered too. We have achieved a lot online so far and that will give all our Musical Theatre pupils a strong, purposeful platform in which to build their learning further

Week
1

NPA MT Course Outline

A powerpoint presentation outlining the units and assessments of the NPA Musical Theatre course.

Week
2

Relationships in Song

A task from the Acting Through Song unit which asked pupils to watch 2 videos of the same song in different contexts and answer questions. This introduces them to analysis and reflections on acting through song in performance.

History of Musical Theatre

A powerpoint outlining the History of Musical Theatre. Pupils were asked to select an era of Musical Theatre from those listed and to create their own powerpoint.

Week
4

Online discussion

Having read the powerpoints from other class members, pupils were then invited to an online discussion. Topics covered included: Comparing singing styles in classical and contemporary musical theatre; the differences between revue musicals, song cycles and cabaret; comparing Disney musicals to live action films and cartoons.

Week
3

Week
5

Journey Through Song

This task asks pupils to look at the journey a character takes through a song. Looking at online video and song lyrics, pupils are asked to answer questions on the motivations and aims of the characters and the changing tactics they use throughout a song to get what they want.

Week
6

Voice Qualities

A powerpoint presentation highlighting some of the voice qualities which were discussed in the online discussion. Pupils are asked to research and select further examples of Cry, Tilt, Twang and Belt.

Well
Done!

August 2020



Pupils will work on both practical (where possible) and written tasks for all 4 units; Acting Through Song; Group Dance; Preparation for Audition and Solo Singing.

Monologues

Week
7

Pupils are tasked to research and select two monologues to workshop in the Preparation for Audition Unit.

We have ensured that those aspects of the NPA Musical Theatre course that can be taught online are the areas that are focussed on. Given the practical nature of the course, we are looking at how we can incorporate this into the teaching and learning while ensuring we are adhering strictly to social distancing. At this stage, we would ask that you:

- Research songs and monologues on YouTube and Spotify.
- Select songs and monologues and learn them.
- Keep active in terms of fitness levels in preparation for Group Dance.
- Analyse songs and musicals in terms of characterisation, orchestration, themes and vocal choices.

Have a safe and restful summer holiday 😊

Roadmap to August 2020

DRAMA Advanced Higher



Teams Code/Link: **hh8a6xa**

As we come to the end of this most unusual term it has been just fantastic to work with the new Advanced Higher Drama team. We have completed outstanding work and engaged in invigorating and exciting discussions around many, many topics. The Drama Department are proud of all the amazing work you have completed so far and are really excited about what you will achieve next term. As we move into the next stage of these 'unprecedented' times here is one of my favourite quotes

"You are braver than you believe, stronger than you seem and smarter than you think" AA Milne

Mrs Devon

Week
1

Introduction

Pupils were engaged with a quote to illicit discussion and debate around the purpose of theatre and its place in contemporary society. Pupils were asked to watch a online resource around The History of Theatre and answer appropriate questions around this.

Week
2

Performance Analysis

Pupils responded to National Theatre's 'Frankenstein'. Building on the performance analysis skills developed at Higher level we have engaged in rigorous debate around the performances. Developing autonomy and independent thinking skills form an integral component of the AH course.

A Streetcar named desire

Pupils responded to NTlive 'A Streetcar Named Desire'. Building on the performance analysis skills developed at Higher level we have engaged in rigorous debate around the performances. Developing autonomy and independent thinking skills form an integral component of the AH course

Week
4

This House

Pupils responded to National Theatre's 'This House'. Building on the performance analysis skills developed at Higher level we have engaged in rigorous debate around the performances. Developing autonomy and independent thinking skills form an integral component of the AH course

Week
3

Week
5

Theatre Practitioner Project

Pupils completed a research project based around a chosen Theatre Practitioner. This has allowed to develop knowledge and understanding of professional theatre practice and influential practitioners. Also investigate how theatre practitioners have influenced professional theatre. Pupils work is shared across the class.

Week
6

Monologue

Pupils were asked to choose a monologue and perform it to the class. This has allowed them to create and present their own theatrical concepts, investigating how meaning can be communicated to an audience.

Well
Done!

August 2020



Summary

Week
7

Summary- Pupils will:

- ◇ work independently to produce a theatrical concept
- ◇ Apply skills in acting, directing, or design
- ◇ Create and present their own theatrical concepts
- ◇ Investigate how meaning can be communicated to an audience
- ◇ use a range of complex creative problem-solving, planning and evaluation skills within the creative process

Forward planning-

Pupils consolidate skills and continue to work through the Advanced Higher Drama course.

Pupils on the whole have engaged with all tasks and through feedback are enjoying the course. Despite the adverse circumstances the AH team have embraced all work with aplomb and positivity.

Enjoy a well deserved break and come back refreshed and ready to work

Roadmap to August 2020

English Broad General Education



Introduction

As we reach the end of what has been a unique term for students, parents/carers and staff, the English Department would like to take this opportunity to thank you for all of your efforts throughout this term. The following roadmap is a summary of the Broad General Education course (S1-3) that has been delivered thus far.

Information on aspects of the course covered since March 23rd are available in **Show My Homework** and course outlines are available on our [Bearsden English Blog](#).

March

Summary: Broad General Education (BGE) content and skills undertaken through tasks and course work posted on Show My Homework. Each of these activities are stored in Show My Homework and can be accessed through your account. Course outlines are available at

<https://education.gov.scot/improvement/Documents/LiteracyEnglishBenchmarks.pdf> and [Bearsden English Blog](#)

To celebrate Shakespeare's birthday we also ran a Shakespearean Sonnet competition and received an astonishing 181 entries. The winner's wonderful work can be viewed on [Bearsden English Blog](#)

April

May: Weeks 1 and 2

Summary: Various tasks posted on Show My Homework to ensure BGE timelines were fully completed. These are available on [Bearsden English Blog](#) in *For Parents under Timelines*.

The work set for each class ensured that all pupils had engaged with all the experiences and outcomes in Literacy and English. These are available to view in this documents <https://education.gov.scot/Documents/literacy-english-eo.pdf>. A timeline of how we deliver these in Bearsden Academy English Department is also available in *Timelines* on [Bearsden English Blog](#)

May: Weeks 1 and 2

May 11th: Live Online Classes Week 1

Summary: Every year we begin the new term by revising literacy skills learned over the year in an integrated research unit. This year, we asked students to research and write a report on either plastics pollution or fast food. We build on skills year by year to include:

- Various note taking strategies
- Critical thinking
- Use of discourse markers to build, develop and enhance an argument
- Strategies for interrogating a range of different sources, including: visual, numerical and media sources.

May: Online Classes Week 2

June

Summary: All students were required to submit their report online to their teacher. Various activities and opportunities to revise key outcomes were posted on Show My Homework and on class Teams pages. A final opportunity to practice research skills was provided with a research task on 'Teens and Sleep'.

May: Online Classes Week 3

Summary: Evaluation of structure, and an exploration of visual resources were the focus for this week. Students were asked to finalise notetaking and plan their report against success criteria.

Personal reading and various writing activities were also included in this week's activities.

Forward planning

Blended Learning will operate along similar lines to our online approach. The English Department will continue to use Show My Homework, and the class Teams pages we currently have, to support learning. Online slots will be replaced by face to face teaching and learning in school. We are very excited about working face to face with our students once more. We have tried to provide the best support we can through online learning, but this is new to us all. We do value your views, so please help us to improve the online support in August and beyond by completing the feedback survey on the [Bearsden English Blog](#)

Reading quality fiction and non-fiction should be a regular activity. Advice on reading lists, and how to support learning, is detailed on [Bearsden English Blog](#) and should be undertaken regularly throughout the summer. However, it is also important to return to school in August rested and ready to learn. We thoroughly recommend you switch off, read some books and enjoy the break.

Have a safe and restful summer holiday

Roadmap to August 2020

English National 5



Introduction

As we reach the end of what has been a unique term for students, parents/carers and staff, the English Department would like to take this opportunity to thank you for all of your efforts throughout this term. The following roadmap is a summary of the National 5 English course that has been delivered thus far.

Information on aspects of the course covered since March 23rd are available in **Show My Homework** and course outlines can be found on our [Bearsden English Blog](#).

March

Summary: Broad General Education (BGE) content and skills undertaken through tasks and course work posted on Show My Homework. Each of these activities are stored in Show My Homework and can be accessed through your account. Course content is available on <https://education.gov.scot/improvement/Documents/LiteracyEnglishBenchmarks.pdf> and [Bearsden English Blog](#)

April

Summary: Reading for Understanding, Analysis and Evaluation (RUAE) skills developed from BGE work and introduced at National 5 level. *Master Your Learning National 5* online courses begun for RUAE. To celebrate Shakespeare's birthday we also ran a Shakespearean Sonnet competition and received an astonishing 181 entries. The winner's wonderful work can be viewed on [Bearsden English Blog](#)

May: Weeks 1 and 2

Summary: Various tasks posted on Show My Homework to ensure BGE timelines fully completed. These are available on [Bearsden English Blog](#) in *For Parents*.

Master Your Learning online courses continued for *Reading for Understanding, Analysis and Evaluation*, covering the following: ♦ understanding of the writer's ideas and/or views by recasting content from the passage using own words ♦ analysis of language (word choice, figurative language, sentence structure, tone, punctuation, any other technique used by the writer to create impact) ♦ evaluation of the writer's techniques and the overall impact of the text

May: Weeks 1 and 2

May 11th: Live Online Classes Week 1

Summary: The following description of our online sessions was posted in Show My Homework on Monday 11th May with regard to the bi-weekly Teams sessions. The full post, and the discussions that followed are still available for review: *An article will be set every Monday with prompts for discussion. The focus for the Tuesday online session is **understanding** and for Thursday: **analysing and evaluating**. The article should be read prior to the lesson and points relating to the article will be discussed during the session. We want you to develop your reading and writing skills to support writing. You will read articles and begin to recognise how certain techniques can be used in your own writing.*

May: Online Classes Week 2

S3 teachers kept in contact with our new National 5 cohort through Show My Homework and individual class Teams pages. Teachers set tasks relating to exploring possible folio topics for persuasive writing. An extensive and detailed support pack is available on [Bearsden English Blog](#)

June

Summary: Structure of online lessons remains the same as May. Focus of online lessons highlights the articles discussed as models for Broadly Discursive folio (Persuasive Writing). All students required to submit a topic and thesis statement to their current teacher by the end of term. Various activities and opportunities to support these outcomes shared through Show My Homework and on class Teams page. Research on the agreed topic should be completed over summer.

May: Online Classes Week 3

Summary: Online discussions continue with regard to RUAE. Students were now asked to consider understanding, analysis and evaluation of an article in one session and two different articles were posted each week. Evaluation of structure, and a wider range of techniques were discussed. Resources are still available on the National 5 English Teams page. Ongoing folio work set by class teachers.

Forward planning

Blended Learning will operate along similar lines to our online approach. The English Department will continue to use Show My Homework and the class Teams pages we currently have, to support learning. Online slots will be replaced by face to face teaching and learning in school. We are very excited about working face to face with our students once more. We have tried to provide the best support we can through online learning, but this is new to us all. We do value your views, so please help us improve the online support in August and beyond by filling in the following feedback survey:

https://docs.google.com/forms/d/1yYI_sr_hLCsROdk1asRSs-v0HoljA7x_-m8oZkd1xl/edit

We will plan the curriculum following our timelines which show how course outcomes will be achieved. These are available in the **For Parents** section of the [Bearsden English Blog](#)

Preparing for the National 5 course over the summer should focus on reading about, researching and planning the Broadly Discursive Folio – an extensive and detailed support document is available in the **Resources** section of the [Bearsden English Blog](#)

Quality non-fiction, such as the articles posted for online lessons, should be read regularly and, ideally, discussed by the whole family. Advice on reading lists, and how to support learning, is detailed on [Bearsden English Blog](#)

The above preparatory tasks should be undertaken regularly throughout the summer, but it is also important to return to school in August rested and ready to learn. We thoroughly recommend you switch off, read some books and enjoy the break.

Have a safe and restful summer holiday

Roadmap to August 2020

English Higher

Introduction



As we reach the end of what has been a unique term for students, parents/carers and staff, the English Department would like to take this opportunity to thank you for all of your efforts throughout this term. The following roadmap is a summary of the Higher English course that has been delivered thus far.

Information on aspects of the course covered since March 23rd are available in **Show My Homework** and course outlines can be found on our [Bearsden English Blog](https://www.bearsden.ac.uk/english-blog).

March

Summary: Revision of National 5 content and skills undertaken through tasks and course work posted on Show My Homework. Each of these activities are stored in Show My Homework and can be accessed through your account. Course content is available on <https://www.sqa.org.uk/sqa/45674.html> and [Bearsden English Blog](https://www.bearsden.ac.uk/english-blog)

April

Summary: Reading for Understanding, Analysis and Evaluation (RUA/E) skills revised and developed providing a bridge to Higher. *Scholar* and *Master Your Learning* online courses were continued for RUA/E. To celebrate Shakespeare's birthday we also ran a Shakespearean Sonnet competition and received an astonishing 181 entries. The winner's wonderful work can be viewed on [Bearsden English Blog](https://www.bearsden.ac.uk/english-blog)

May: Weeks 1 and 2

Summary: *Scholar* and *Master Your Learning* online courses completed for Reading for Understanding, Analysis and Evaluation, covering the following: ♦ understanding of the writer's ideas and/or views by recasting content from the passage in to your own words ♦ analysis of language (word choice, figurative language, sentence structure, tone, punctuation, any other technique used by the writer to create impact) ♦ evaluation of the writer's techniques and the overall impact of the text

Students were encouraged to consider possible topics for Broadly Discursive Folio Writing (Persuasive). This exploration of writing continued throughout May and June. A detailed resource to support students is available on [Bearsden English Blog](https://www.bearsden.ac.uk/english-blog)

May: Weeks 1 and 2

May 11th: Live Online Classes Week 1

Summary: The following description of our online sessions was posted on our English Higher Teams page on Monday 11th May with regard to the bi-weekly Teams sessions. The full post, and the discussions that followed are still available for review:

*An article will be set every Monday with prompts for discussion. The focus for the Tuesday online session is **understanding** and for Thursday: **analysing and evaluating**. The article should be read prior to the lesson and points relating to the article will be discussed during the session. We want you to develop your reading and writing skills to support writing. You will read articles and begin to recognise how certain techniques can be used in your own writing. Use the support sessions for general queries about the tasks. If you have a query you do not want to publicly share, your class teacher should be your first contact (through your own class Teams page or through Show My Homework).*

May: Online Classes Week 2

June

Summary: Structure of online lessons remains the same as May. Focus of online lessons highlighted the articles discussed as models for Broadly Discursive Folio (Persuasive Writing). All students required to submit a topic and thesis statement to their current teacher by the end of term. Various activities and opportunities to support these outcomes shared through Show My Homework and on class Teams pages. Research on the agreed topic should be completed over summer.

May: Online Classes Week 3

Summary: Online discussions continued with regard to RUA/E. Students were now asked to consider understanding, analysis and evaluation of an article in one session and two different articles were posted each week. Evaluation of structure, and a wider range of techniques were discussed, especially with regard to students' own writing skills for folio. Resources are still available on the Higher English Teams page for review.

Forward planning

Blended Learning will operate along similar lines to our online approach. The English Department will continue to use Show My Homework and the class Teams pages we currently have, to support learning. Online slots will be replaced by face to face teaching and learning in school. We are very excited about working face to face with our students once more. We have tried to provide the best support we can through online learning, but this is new to us all. We do value your views, so please help us improve the online support in August and beyond by filling in the following feedback survey:

https://docs.google.com/forms/d/1yYI_sr_hLCsROdk1asRSs-v0HoljA7x_-m8oZkd1xl/edit

We will plan the curriculum following our timelines which show how course outcomes will be achieved. These are available in the ***For Parents*** section of the [Bearsden English Blog](#)

Preparing for the Higher course over the summer should focus on reading about, researching and planning the Broadly Discursive Folio – an extensive and detailed support document is available in the Resources section of the [Bearsden English Blog](#)

Quality non-fiction, such as the articles posted for online lessons, should be read regularly and, ideally, discussed by the whole family. Advice on reading lists, and how to support learning, is detailed on [Bearsden English Blog](#)

The above preparatory tasks should be undertaken regularly throughout the summer, but it is also important to return to school in August rested and ready to learn. We thoroughly recommend you switch off, read some books and enjoy the break.

Have a safe and restful summer holiday

Subject- Geography

Year- S1 & New S2

Introduction – Students have been provided with a vast array of tasks on Show My Homework which have linked to the three topics covered in S1 Geography, Scotland and China, Endangered Animals, and Map Skills.

In recent weeks, all pupils have been given the task of accessing Microsoft teams and accessing the Geography task in their class Team.

Topic 1 – China & Scotland

Summary - Students have been developing their knowledge and understanding of social and economic differences between two countries. A matching task was set on the differences and similarities between celebrating the New Year in China and Scotland. This task provided students an opportunity to learn about New Year traditions in both countries.

Topic 2 – Endangered Animals

Summary

- Watching a National Geographic YouTube clip on an endangered animal. Students were then tasked to write 5 facts, in their own words, about their animal.
- Using the WWF species directory for endangered species, students were to pick one of the species and research reasons behind the species having a conservation status of 'endangered', the consequences of this animal being endangered and strategies that have been put in place to try and conserve the animal and its habitat. Students had free choice on how they could submit their findings (PowerPoint, poster etc.).

Topic 3 – Map Skills

Summary

- An interdisciplinary task with History. Students would use what they had learned previously in Geography (map skills) and History (castles) to solve a problem. Students were tasked to create the shortest Journey possible (in miles) around 10 specified castles in Scotland and keep a journey log.
- A capital city quiz using DigiMaps (a web mapping service). This task was to see how much students knew about the location of the capital cities. Using a random city generator, students had to mark on a digital world map where they thought their given capital city was. Once the correct answer had been revealed students had to record the distance between their answer and where the capital city is actually located.

Topic 4 – Natural Disasters

Summary - In recent weeks, pupils have been asked to access Microsoft Teams. In their class Team, there is a Geography task which requires pupils to research a natural disaster. Pupils should chose from a list that has a focus of volcanoes, earthquakes and tsunamis. Ideally, pupils should try to complete this before they return in August.

Forward planning - In August, pupils will be studying natural disasters. We will be using Microsoft Teams as the main platform to set a wide range of tasks, activities and online learning.

Subject- Geography

S2 & New S3

Year-

Introduction – Pupils have been learning about rainforests. A variety of tasks were set through Show My Homework to allow pupils to understand various elements of rainforests and we have more specifically used the Amazon Rainforest as a case study.

Since changing to S3 in recent weeks, pupils have been encouraged to switch to Microsoft Teams. Two weekly tasks have been set to build confidence using Microsoft Teams and to introduce pupils to the Urban topic which they will be studying in August.

Topic 1 - Introduction to Rainforests

Summary - To introduce the topic, pupils had to watch an episode of David Attenborough's Planet Earth documentary. They had to then had to answer questions about the documentray, summarising the episode, discuss a memorable scene and describe facts that they learned.

Topic 2 - Deforestation

Summary - Pupils had to conduct online research on deforestation. They had to focus on the causes of deforestation, the impact on the people of the rainforest & the environment, and solutions to the problem. With this information, pupils had to create a powerpoint to present their findings.

Topic 3 - Plants & Animals in the Rainforest

Summary - Classes completed a variety of tasks to learn about the plants and animals that exist in the rainforest and how they adapt to survive. This also included learning about the different layers of the rainforest.

Topic 4 - Urban

Summary - All pupils who have chosen Geography in S3 were given the task of logging in to the S3 Geography Microsoft Team. When they had done this, they had to complete a multiple choice quiz about cities. In the second week of logging in to Microsoft Teams, pupils had to read through a Powerpoint and watch a video about Tourism in cities. They then had to choose a city and create a promotional Powerpoint or word document about this city.

Forward planning - In August, pupils will begin with the Urban topic. This topic will use Glasgow and Mumbai as case studies. Microsoft Teams will be used for all online learning and a variety of tasks and range of online learning strategies will be set. This will include watching documentaries, quizzes, assignments, discussions with teachers, and Powerpoints.

Roadmap to August 2020

Geography S3 & New National 5



Pupils have been encouraged to join the National 5 Geography Microsoft Team. Since doing this, a variety of tasks, activities and online learning have been set and delivered. The first topic we have studied is Malaria. This is part of the Health topic in National 5 and is the first of 3 global diseases that we will study. The Health topic is worth a guaranteed 10 marks in the final exam.

S3 Recap—SMHW

In March and at the beginning of April, students were set two tasks which consolidated their learning from S3. These were set on Show My Homework, prior to changing to Microsoft Teams for National 5. These tasks focussed on a variety of exam style questions from all topics covered in S3.

Task 1

Introduction to Nat 5 & Causes of Malaria

The first task on Microsoft Teams included an introductory PowerPoint. This PowerPoint outlined the topics that would be covered at National 5 and information about the exam and assignment. Following on from this, students were tasked to differentiate between human and physical causes of malaria as well as define key words that appear throughout the Health topic.

Effects of malaria

Students now had to study the effects malaria can have on people and developing countries. A multiple choice quiz was set to see the student's prior knowledge. Feedback was given immediately and students were encouraged to make notes in a format that suited them on the information.

Task 3

Management Strategies

Task 2

Malaria management strategies were the focus of the next task. Students were tasked to match six malaria management strategies to the correct explanation of how they control the disease by completing a blank grid digitally or by hand. This information would then form their notes for this part of the topic.

Task 4

Malaria Mini Assignment

This task once again focussed on students being able to recall the malaria content we had covered. This time students were tasked to create something that displayed 6 causes, 6 effects, and 6 management strategies of malaria. The only requirement for this task was that students had to write or type their answers in two colours. One colour was dedicated to the knowledge they recalled and another colour was dedicated to content they used their notes for.

Task 5

Past Paper Question

This task provided students with the opportunity to apply the knowledge they had learned over the last few weeks to a Past Paper Question. Students answered the question in Microsoft Forms and received specific feedback on their answers.

Well Done!

August 2020



Pupil Feedback

Task 6

In the upcoming academic session students will be developing their knowledge and understanding of the next case study disease, heart disease.

The department has been seeking pupil feedback on what online learning styles have worked, and what they would like to see more of in National 5 Geography.

Forward planning

If you have not completed any of the tasks that have been set, there is still time to do so. Please try to complete these before August 10th.

We have uploaded a printable Malaria booklet which has all of the content you need for this topic and can be used as course notes.

We have taken on board your feedback about online learning and will build upon what you have told us is successful and will introduce what you would like to see more of.

Have a safe and restful summer holiday 😊

Roadmap to August 2020



Geography Higher

Introduction

The first topic that we have now completed in the Higher Geography course is Climate Change. This topic is worth a guaranteed 20 marks in the final exam. For several weeks now, we have been using Microsoft Teams to set weekly tasks, activities and learning for this topic. We have had a weekly scheduled support (every Tuesday between 12.00-1.15pm) where Mr McCallum has been online to answer questions and many pupils have been contacting us through Teams throughout the week.

Week 1

Introduction

This was an introduction to the Higher Geography course, and more specifically the Climate Change topic. Pupils completed a task where they were required to create their own notes explaining the greenhouse effect. After this, pupils were given a choice of two documentaries to watch "Before the Flood" and "Climate Change: The Facts".

Week 2

Human Causes of Climate Change

Pupils had to read about the human causes of Climate Change in a PowerPoint. Pupils then had to complete a multiple choice quiz about their learning. The average mark for this was 92%. Pupils then had to complete an exam style assignment where they had to explain each of the human causes in the style of Higher exam answers.

Local & Global Effects

Pupils had to read through a PowerPoint about the local and global effects of Climate Change. They then had to use this information to create their own PowerPoint presentation. The standard of these was extremely high, demonstrating an excellent understanding and significant time spent on this part of the topic.

Week 4

Physical Causes of Climate Change

Pupils had to read through the 6 causes of Climate Change. This featured some of the more challenging concepts in this topic. Pupils then completed a multiple choice quiz on the physical causes and then an exam style assignment where they had to explain each of the physical causes in the style of Higher exam answers.

Week 3

Week 5

Local & Global Effects Recap

This week gave pupils the opportunity to recap the local and global effects by completing a multiple choice quiz on their prior learning. This week was also an opportunity for some pupils to have additional time to catch up on any activities from previous weeks that they had not completed.

Week 6

Solutions & their Effectiveness

Pupils had to read about the solutions to Climate Change and their effectiveness. Pupils then had to complete a solutions grid where they had to explain each solution and explain why it has worked or not, using Higher exam style answers as the standard.

Well Done!

August 2020



Pupil Feedback

Week 7

Development & Health. This is the next topic in the course. It is also worth a guaranteed 20 marks in the final exam. It will build upon existing knowledge of things such as life expectancy, infant mortality and malaria that you are familiar with.

The department has been seeking pupil feedback on what online learning styles have worked, and what they would like to see more of in Higher Geography.

Forward planning

If you have not completed any of the tasks in the Climate Change topic, there is still time to do so. Please try to complete these before August 10th.

We have uploaded a printable Climate Change booklet which has all of the content you need for this topic and some tasks for you to complete as part of your revision.

We have taken on board your feedback about online learning and will build upon what you have told us is successful and will introduce what you would like to see more of.

Have a safe and restful summer holiday 😊

Roadmap to August 2020

Geography Advanced Higher



Students have been participating in a number of activities introducing the Advanced Higher. So far there have been two online meetings to discuss progress and share information. Pupils have been introduced to the main skills that will be developed in the course to complete the study and essay which make up 67% of the final grade.

Skill
1

Wider Reading

At Advanced Higher level there is not a lot of new content. We focus on geographical skills and shaping the students into ways of applying these skills to real situations. To this end there is a major emphasis on reading widely in order to broaden their outlook and developing a geographical view of the world.

Skill
2

Independent Study

More than half of the course is assessed based on two large pieces of work that students complete independently. The teacher will support and guide pupils but they have to work to deadlines and manage their time themselves. The tasks set so far have sought to introduce the students to this way of working.

Issues Essay

The bulk of the activities done so far have centred around the Geographical Issues Essay. Students have to select an issue of interest to them, identify three sources of information, summarise and evaluate these sources then draw a conclusion about the issue. This is one area where their wider reading will be assessed.

Skill
4

Geographical Study

This has been introduced briefly to pupils. At the moment, pupils only need to think about a general area they may be interested in for starting the study after the summer.

Skill
3

Skill
5

Statistics

Students have been given some information to read over the summer. Statistics will be used as the part of the study, but there will be a statistics unit delivered after the summer to build confidence in this part of the course.

Skill
6

Data Collection and Presentation

This will be delivered alongside the Geographical Study. Pupils will already be aware of many methods of data collection, such as questionnaires, and data presentation, such as bi-polar analysis. Pupils will also be introduced to new methods that will be suitable to their study when they have confirmed their topic.

Well
Done!

August 2020



Innovative Uses of Technology

Pupils should ensure they have completed the tasks/ reading which has been set over the summer. We encourage you to begin to think about general areas and geographical topics you may want to focus your essay or study on.

We have made good use of technology to deliver learning over the time. Students have responded well to the delivery of instruction via Assignments within Teams and by direct delivery using Teams Meets.

Forward planning

Students have been given some instructions for what they could be doing over the holiday period. Mainly this is about doing some wider reading and keeping a record of what they are reading. They have been given an outline of what type of information they should record and it has been suggested that they use OneNote to do this. We would like to extend the use of technology to introduce more flexibility thus enabling a more collaborative approach which encourages independent learning.

Have a safe and restful summer holiday 😊

Subject- History

Year- S2

Introduction

In March S1 History classes used Show My Homework to complete and submit tasks. These covered general historical knowledge and skills, along with recap and consolidation of work covered during S1.

In May/June, new 'S2' classes migrated to Teams as a platform to start work as part of the S2 BGE course. Work completed over the past weeks will help provide a solid foundation from which to build next session.

Topic 1 Ancient Civilisations Investigation

Summary S1 classes were to select an Ancient Civilisation that they wanted to investigate and then produce a report on an aspect of this civilisation (e.g. warfare, fashion, buildings, daily life). Information on the format was shared on Show My Homework. This task developed research and literacy skills. This report was to be submitted.

Topic 2 Wars of Independence

Summary S1 classes covered information about the Wars of Independence, William Wallace and Robert the Bruce. This included the causes of the wars, the main events, and the battles. This followed on from their previous learning about castles.

Topic 3 Hitler's Early Life

Summary S2 classes covered information about Hitler's early life, his time in Vienna and in the First World War, as well as exploring Germany after WW1. They developed skills in examining historical sources.

Topic 4 The Rise of the Nazis

Summary S2 classes covered information on why people supported the Nazis, how the Nazis were able to take power, and ways of keeping control in Nazi Germany. The task was to complete a detailed timeline of key events, OR a newspaper article, on the rise of Hitler and the Nazis.

Forward planning

In the new session, S2 History classes will examine daily life in Nazi Germany. They will then move on to study the Holocaust.

Learners should work to complete the task in the S2 team. They can use the padlet and sway links (available on teams) to find all of the information for this task. Well done on all your hard work. Have a safe and restful summer!

Roadmap to August 2020

History S3 (BGE)



Teams Code/Link: [b7wt3gg](https://teams.microsoft.com/join/b7wt3gg)

Introduction

In March S2 History classes used Show My Homework to complete and submit tasks. These covered general historical knowledge and skills, along with recap and consolidation of work covered during S2.

In May new 'S3' classes migrated to Teams as a platform to start work as part of the S3 BGE course. 90% of S3 pupils choosing to study History have successfully joined the Team.

Work completed over the past weeks will help provide a solid foundation from which to build next session.

Topic 1

Summary

People From The Past—quiz and wordsearch which broadened general knowledge about historical figures while encouraging independent web-based research.

Topic 2

Summary

Historical Tweet—draft a tweet supporting a historical campaign (anti-Nazi or abolitionist) which revised prior knowledge while encouraging succinct yet persuasive language.

Topic 4

Summary

Franz Ferdinand—using diary source information to complete an online quiz on Franz Ferdinand, followed by an exercise in arranging events into chronological order.

Topic 3

Summary

WW2 Home Front—quiz and crossword grid which enhanced prior knowledge on the topic while requiring web-based research and website navigation skills.

Topic 5

Summary

Rasputin—using witness interviews to complete an online quiz on Rasputin, followed by a video analysis task to develop skills of empathy and develop knowledge of historical events.

Topic 6

Summary

JFK—using picture sources to help complete an online quiz, followed by using information supplied to write a witness statement of events, then detailed examination of an evidence board to find out information about Lee Harvey Oswald. (Live discussion session about 'Dunkirk')

August 2020



Topic 7

Summary

Causes of WW1—looking at the reasons why war broke out in 1914 developing a range of historical skills.

Summary

Murder Report—use information from previous topics to complete a brief report on a murder.

Forward planning

When we return in August we will continue to use Teams as one platform from which to facilitate effective learning. It is therefore important that all S3 pupils who have chosen to study History join the Team before August, and make sure they can access the materials.

Some suggested web-based resources will be posted on the Team for any pupil who wishes to do some background reading over summer.

Thank you to all S3 who have participated and we look forward to being part of your History learning journey in August.

Have a safe and restful summer holiday 😊

Roadmap to August 2020

History S4

Teams Code - lty0qfx

Introduction

As we reach the end of what has been a unique term for students, parents/carers and staff, the History Department would like to take this opportunity to thank you for all of your efforts throughout this term. While working online through Microsoft Teams, we have posted weekly online lessons and quizzes as well as taking part in weekly live discussion sessions. We have also provided podcast links, video clips and articles for pupils to read. The following roadmap is a summary of the topics which have been delivered so far.

Week
1

Introduction to National 4/5 History

Summary

Pupils were introduced to the main concepts of National 4/5 History and given an overview of the courses and the exam. Pupils then conducted a research activity about famous historical figures and created a report.

Week
2

Voyages of Discovery

Summary

Pupils were given a PowerPoint Presentation about the discovery of the Americas by Europeans and the reasons for these voyages. Pupils then completed a Form quiz on Teams.

Sugar and Slavery

Summary

Pupils were given a link to a Sway Presentation about Sugar and Slavery including a video clip. Within this it was discussed why slaves were needed and why sugar was so important. Pupils then completed a Form Quiz on their findings.

Week
4

The Triangular Trade

Summary

Pupils were introduced to the structure of the Triangular Trade and about what occurred during each passage through a PowerPoint. Pupils then completed a Kahoot Quiz on the Triangular Trade.

Week
3

Week
5

The Outward Passage and British Ports

Summary

Pupils studied the items manufactured and traded during the Outward Passage and the impact this had on the development of British ports. Pupils then completed a Kahoot quiz.

Week
6

The Middle Passage

Summary

Pupils were given a Sway presentation about the Middle Passage to work through, as well as two video clips about conditions onboard. Pupils then completed a Kahoot Quiz and used their knowledge from the Sway to fuel our live discussion.

Well
Done!

August 2020

Summary

When the new term commences, pupils will continue to work through the content of the Atlantic Slave Trade course and question skills on:

- Britain and the Caribbean
- The Captive Experience and Slave Resistance
- The Abolitionist Campaigns

Revision and Consolidation

Summary

During the last week pupils were given a revision and consolidation Kahoot quiz recounting the topics from previous weeks. Pupils were also given a link to a podcast and some relevant reading through BBC Bitesize and BBC History.

Week
7

Forward planning

We have continued to work through the course plan to ensure that we are in the best possible position to progress to the next stage of learning in August. It is very important that each young person maintains and continues to develop their skills in preparation for resuming work in August. To achieve this, please consider the following:

- Review your progress from Weeks 1 – 7 and complete any outstanding coursework.
- Use the following weblink for revision - <https://www.bbc.co.uk/bitesize/topics/zqyfr82>

Have a safe and restful summer holiday 😊

Roadmap to August 2020

History Higher



Join Code— zddsmfi

As we reach the end of what has been a unique term for students, parents/carers and staff, the History Department would like to take this opportunity to thank you for all of your efforts throughout this term. We have achieved a lot in forming a strong foundation which is ready to support our next steps in August. While working online through Microsoft Teams, we have posted weekly lessons which outline new course material. There have been tasks and quizzes to check understanding. The following roadmap is a summary of the Higher topics which have been delivered so far.

1.

Introduction

1. Introduction to Higher History Presentation
2. Research Task on Famous Figures
3. What do we think we know? Quiz

2.

Wars of Independence Intro.

1. Scottish Wars of Independence Introduction PowerPoint
2. Quiz on Scottish Wars of Independence

Community of the Realm

1. Threat of War, Community of the Realm, Treaties PDF
2. Threat of War, Community of the Realm, Treaties tasks

4.

Life & Death Alexander III

1. Life, Death and Legacy of Alexander III PDF
2. Life, Death and Legacy of Alexander III tasks

3.

5.

Death of the Maid and Succession Crisis

1. Death of the Maid PDF
2. Death of the Maid narrated PowerPoint
3. Death of the Maid tasks

6.

Succession Crisis and Edward's Decision

1. Succession crisis and summary pdf
2. Succession crisis and summary narrated PowerPoint
3. Succession Crisis tasks

Well Done!

August 2020



Summary

7.

We will find out what happens when John Balliol is king, the resistance of William Wallace and the period of Robert the Bruce.

We will also look at the British and German history topics.

1. Summary narrated PowerPoint and summary tasks

Forward planning

The work we have covered so far will be important for understanding the rest of the course. Please check through and complete any tasks that you have missed. Well done to those who have completed all tasks!

The following links also give a summary of the information we have covered so far:

<https://www.bbc.co.uk/bitesize/guides/zyxmxnb/revision/1>

<https://www.bbc.co.uk/programmes/p019ybjj>

Have a safe and restful summer holiday 😊

Roadmap to August 2020

Advanced Higher History



Teams Code/Link 12it033

As we reach the end of what has been a unique term for students, parents/carers and staff, the History Department would like to take this opportunity to thank you for all of your efforts throughout this term. We have achieved a lot in forming a strong foundation which is ready to support our next steps in August. While working online through Microsoft Teams, we have posted weekly narrated power points which outline new course material. These have been accompanied by quizzes and assignments to consolidate learning. The following roadmap is a summary of the A/H content covered so far.

Week 1

Introduction to A/H History

1. Explanation of American Civil War course content
2. Explanation of course assessment
3. Explanation of skills to be developed– writing skills, enquiry skills, historiography and research skills
4. Starter task –research historical individuals
5. Live discussion session 'Westward Expansion'

Week 2

The development of the USA

1. The discovery of America
2. The establishment of the 13 colonies
3. The American War of Independence
4. The American Political System
5. Task –Quiz on the American Political System
6. Video links related to the American Political System

Introduction to Slavery

1. Introduction to slavery –the experience of slaves on the Southern plantations
2. Issues related to slavery expansion—when new states joined the USA would they be slave or free?
3. Task– quiz and written work to consolidate learning
4. Live discussion session 'Slavery'

Week 4

Westward Expansion

1. How the USA expanded from the original 13 colonies
2. The Northwest Ordinance, Louisiana Purchase, Missouri Compromise, 1850 Compromise.
3. The Oregon Trail
4. Task—written work to consolidate learning
5. Live discussion session The U.S. Constitution

Week 3

Week 5

The Outbreak of War

1. Events at Fort Sumter and the Outbreak of the American Civil War
2. Attitudes in the North and South at the outbreak of the war
3. Task–quiz and written work to consolidate learning
4. Live discussion session 'War—what is it good for?'

Week 6

The beginning of the War

1. Differences between North and South at start of War
2. Attitudes and strategies of North and South at the beginning of the War
3. Task –written work to consolidate learning
4. Live discussion session- 'How should we commemorate wars?'

Well Done!

August 2020

We are planning to start with the following topics:

1. The American Political System
2. Slavery– 'The Peculiar Institution'
3. Essay writing skills and source handling skills



Consolidation of Learning

1. Revise and ensure you understand all work covered to date
2. Submit any outstanding work before 31st July 2020

Week 7

We have continued to work through the course plan to ensure that we are in the best possible position to progress to the next stage of learning in August. It is immensely important that each young person maintains and continues to develop their skills in preparation for resuming work in August. To achieve this, please consider the following:

- Review your progress from Weeks 1 – 7 and complete/submit any outstanding coursework before 31st July 2020.
- Strengthen your understanding of aspects of the American Civil war by looking at the following links:
- <https://www.youtube.com/watch?v=6E9WU9TGrec&list=PLqfqeCh72YERmVLH50u655gJCFrs1XLpC>
- <https://www.youtube.com/watch?v=lrk4oY7UxpQ&list=PL8dPuualjXtOfse2ncvffeelTrqvhrz8H&index=2&t=0s>

Have a safe and restful summer holiday 😊

Roadmap to August 2020

Subject: Home Economics



Introduction: The Home Economics Department offer many subjects across their curriculum. They have Home Economics BGE, S3 Elective BGE, S4 N4 Hospitality, N4/5 Health and Food Technology, S5/6 N5 Hospitality, N5 Practical Cake Craft, N5/ Higher Health and Food Technology and N5/ Higher Fashion and Textile Technology. Here is a break down of what has been possible to cover with equity in mind during the period of online learning.

S1 and S2.

On Satchel: One multiple quizzes were set based on the curriculum that had been covered in school.

There was a project on spices and small items chosen from what pupils had in their cupboard.

Pupils also had the opportunity to complete the food poverty unit where different tasks were set for each week.

S3 BGE

Our S3 pupils were working on their cookery skills, techniques and processes.

Introduction to REHIS.

There was a project on Food Poisoning to complete which is still available.

S3 Elective

Pupils have engaged in the following topics:

- Food Poisoning
- Contamination
- Hazards and Controls

(REHIS)

Practical Cake Craft

Completed a topic of the functional properties of ingredients. Pupils will have developed a knowledge and understanding of functional properties of ingredients used in cake production. Categories of ingredients Functional properties of ingredients used in cake baking: flour, fat, sugar, eggs and raising agents

Health and Food Technology (N5 and H)

Both levels of this course have completed work on the following:

- Macro Nutrients (protein, fat and carbohydrates)
- Micro Nutrients (vitamins and minerals)
- Current Dietary Advice (The Eatwell Guide and Scottish Dietary Goals)

Early Learning and Childcare

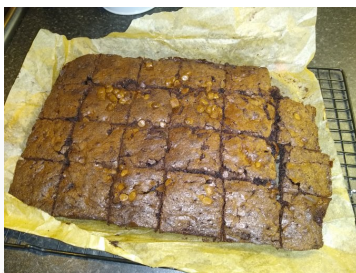
Pupils have completed work on the following topics:

- Prebirth
- First three weeks of child development
- Play

Well Done!



Here are some examples of the great work completed by our young people:



Forward planning: We hope that when pupils have engaged in their Home Economics tasks that they have found that it has brought a positive part to their day during this challenging time. All tasks will continue to be available for them all summer online and please feel free to share any progress or good news with us on twitter @FoodFashionTec. We cannot wait to have you back and see you all. Please take care of yourselves and your nearest and dearest.

Have a safe and restful summer holiday ☺

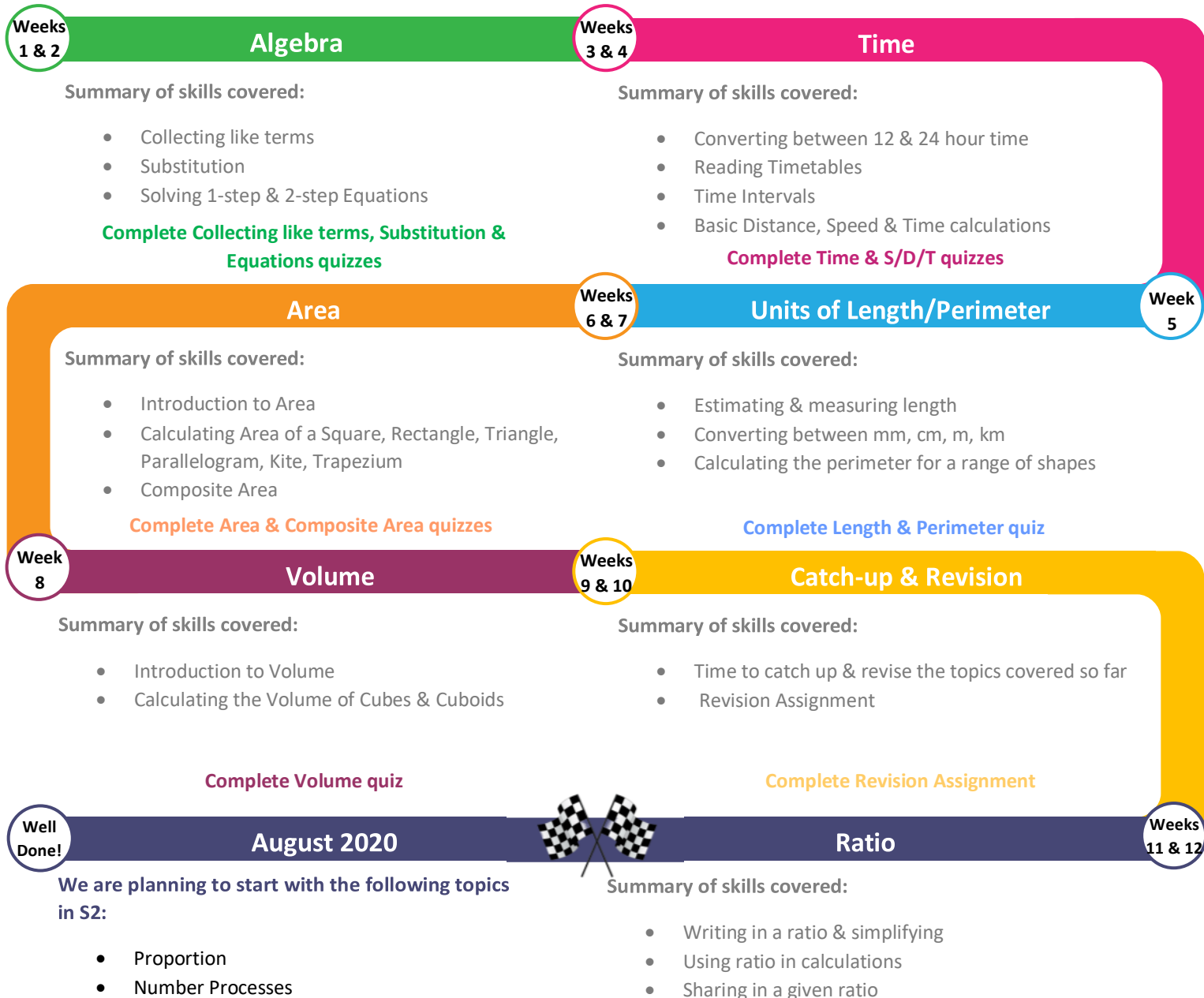
Roadmap to August 2020

Mathematics S1 – Level 2/3

Introduction

As we reach the end of what has been a unique term for students, parents/carers and staff, we would like to take this opportunity to thank you for supporting your child's learning in Mathematics throughout this time. We have worked together to form a strong foundation that is ready to support our next steps in August and we hugely value your involvement in this.

While working online, we have posted regular information, instructions, videos, worksheets, quizzes and assignments for your child to work on and complete. For all S1 – S3 pupils this has been posted on Show My Homework and latterly, also in Microsoft Teams. The following roadmap is a summary of the S1 topics that have been delivered so far.



Please note a scientific calculator will be needed throughout S2

We have continued to work through the course plan to ensure that we are in the best possible position to progress to the next stage of learning in August. As you will be aware, Maths is a hugely sequential subject and the skills which any young person learns at a particular stage support future learning. For this reason, it is immensely important that each young person maintains and continues to develop their skills in preparation for resuming work in August and beyond. To achieve this please consider the following:

- Review your progress with the tasks detailed above and complete any outstanding work.
- Review and take on board any feedback given by your teacher.
- Continue to work on areas that you have found difficult using the resources issued on Show My Homework or using the websites listed below.
- Keep the skills you have learned this year fresh in your mind by using the websites below as a revision tool.

HELPFUL WEBSITES

- <https://www.bearsdenacademymathsblog.net/>
- <https://www.mymaths.co.uk/> Your child already has their own personal login details for this site, these were issued via Show My Homework. MyMaths is available to use until September.
- <https://www.bbc.co.uk/bitesize/subjects/z6vg9j6>
- <https://www.usborne.com/quicklinks/eng/catalogue/catalogue.aspx?cat=1&loc=uk&area=MTH&subcat=MD&id=1331>
- <https://www.mathsisfun.com/definitions/>
- <https://corbettmaths.com/contents/>
- The skills learned within each part of the BGE form the foundations needed to progress to the next stage in their learner journey. The attached link, demonstrates the pathways available in Mathematics and gives you an idea of where your child is and what the next stage of their journey will look like.
https://bfeeb35f-11bb-4c95-86f5-8caafe1b2ebe.filesusr.com/ugd/9cf7bb_1e6200fe52d847be81013dfcabab803b.pdf

Teams are set up by Registration class, please find the joining codes for each one below:

2A - xi7omgc 2B - 8kwhfxi 2C - q66xdz5 2D - 79g1slm 2E - 37rkc48 2F – qsafwfv 2G - lz9yjmz

Have a safe and restful summer holiday 😊

Roadmap to August 2020

Mathematics S2 – Levels 2/3 & 3/4

Introduction

As we reach the end of what has been a unique term for students, parents/carers and staff, we would like to take this opportunity to thank you for supporting your child's learning in Mathematics throughout this time. We have worked together to form a strong foundation that is ready to support our next steps in August and we hugely value your involvement in this.

While working online, we have posted regular information, instructions, videos, worksheets, quizzes and assignments for your child to work on and complete. For all S1 – S3 pupils this has been posted on Show My Homework and latterly, also in Microsoft Teams. The following roadmap is a summary of the S2 topics that have been delivered so far.



We have continued to work through the course plan to ensure that we are in the best possible position to progress to the next stage of learning in August. As you will be aware, Maths is a hugely sequential subject and the skills which any young person learns at a particular stage support future learning. For this reason, it is immensely important that each young person maintains and continues to develop their skills in preparation for resuming work in August and beyond. To achieve this please consider the following:

- Review your progress with the tasks detailed above and complete any outstanding work.
- Review and take on board any feedback given by your teacher.
- Continue to work on areas that you have found difficult using the resources issued on Show My Homework or using the websites listed below.
- Keep the skills you have learned this year fresh in your mind by using the websites below as a revision tool.

HELPFUL WEBSITES

- <https://www.bearsdenacademymathsblog.net/>
- <https://www.mymaths.co.uk/> Your child already has their own personal login details for this site, these were issued via Show My Homework. MyMaths is available to use until September.
- <https://www.bbc.co.uk/bitesize/subjects/z6vg9j6>
- <https://www.usborne.com/quicklinks/eng/catalogue/catalogue.aspx?cat=1&loc=uk&area=MTH&subcat=MD&id=1331>
- <https://www.mathsisfun.com/definitions/>
- <https://corbettmaths.com/contents/>
- The skills learned within each part of the BGE form the foundations needed to progress to the next stage in their learner journey. The attached link, demonstrates the pathways available in Mathematics and gives you an idea of where your child is and what the next stage of their journey will look like.
https://bfeeb35f-11bb-4c95-86f5-8caafe1b2ebe.filesusr.com/ugd/9cf7bb_1e6200fe52d847be81013dfcabab803b.pdf

Have a safe and restful summer holiday 😊

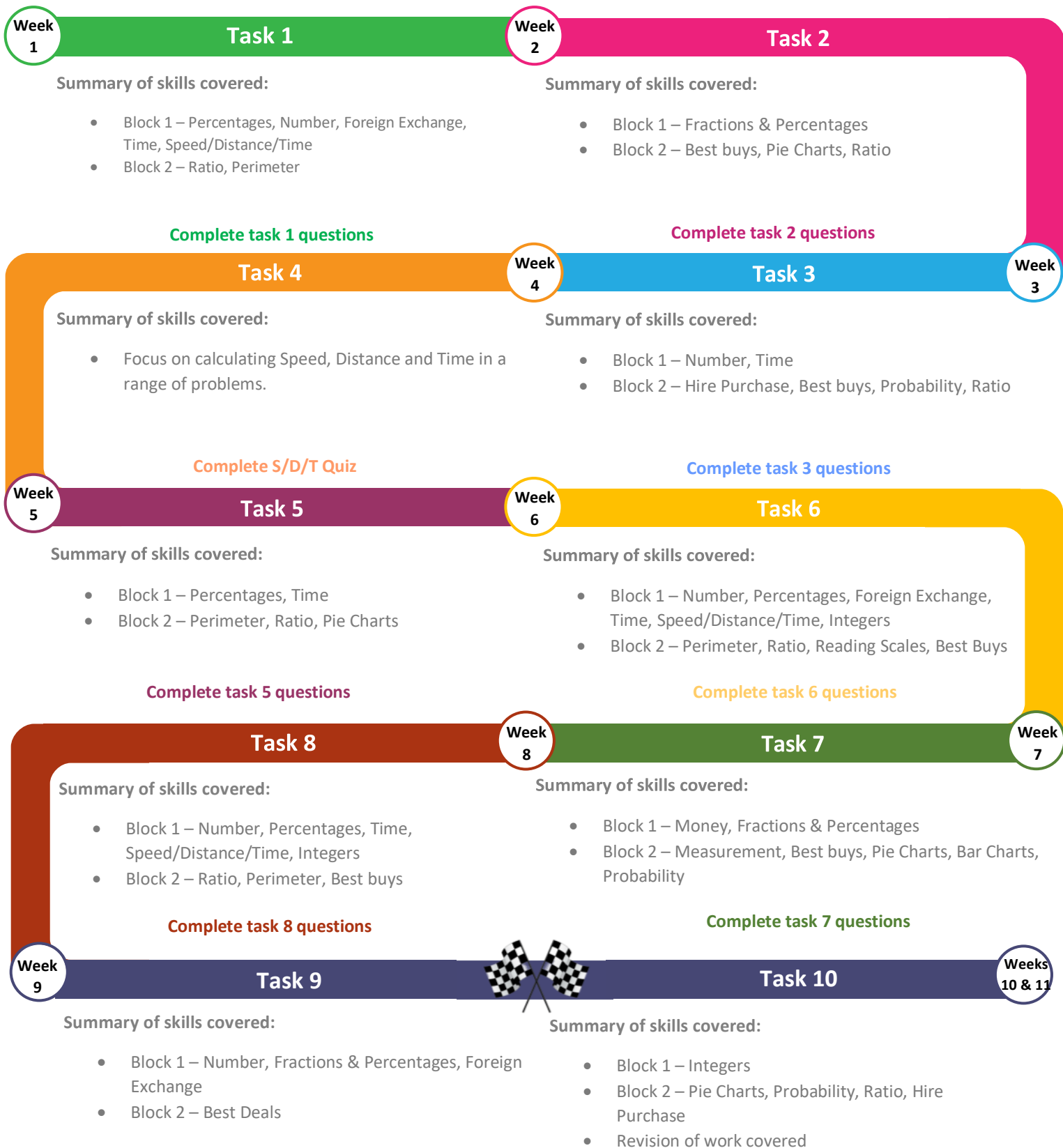
Roadmap to August 2020

Mathematics S3 – Level 3

Introduction

As we reach the end of what has been a unique term for students, parents/carers and staff, we would like to take this opportunity to thank you for supporting your child's learning in Mathematics throughout this time. We have worked together to form a strong foundation that is ready to support our next steps in August and we hugely value your involvement in this.

While working online, we have posted regular information, instructions, videos, worksheets, quizzes and assignments for your child to work on and complete. For all S1 – S3 pupils this has been posted on Show My Homework and latterly, also in Microsoft Teams. The following roadmap is a summary of the S3 Level 3 topics that have been delivered so far.



Complete task 9 questions

Complete task 10 questions & Revision quiz on Teams. Joining code: **3byxg0n**

August 2020

We are planning to start with the following topics in S4:

- Algebra
- Patterns
- Gradient

Please note a scientific calculator will be needed throughout S4

We have continued to work through the course plan to ensure that we are in the best possible position to progress to the next stage of learning in August. As you will be aware, Maths is a hugely sequential subject and the skills which any young person learns at a particular stage support future learning. For this reason, it is immensely important that each young person maintains and continues to develop their skills in preparation for resuming work in August and beyond. To achieve this please consider the following:

- Review your progress with the tasks detailed above and complete any outstanding work.
- Review and take on board any feedback given by your teacher.
- Continue to work on areas that you have found difficult using the resources issued on Show My Homework or using the websites listed below.
- Keep the skills you have learned this year fresh in your mind by using the websites below as a revision tool.

HELPFUL WEBSITES

- <https://www.bearsdenacademymathsblog.net/>
- <https://www.mymaths.co.uk/> Your child already has their own personal login details for this site, these were issued via Show My Homework. MyMaths is available to use until September.
- <https://www.bbc.co.uk/bitesize/subjects/z6vg9j6>
- <https://www.usborne.com/quicklinks/eng/catalogue/catalogue.aspx?cat=1&loc=uk&area=MTH&subcat=MD&id=1331>
- <https://www.mathsisfun.com/definitions/>
- <https://corbettmaths.com/contents/>
- The skills learned within each part of the BGE form the foundations needed to progress to the next stage in their learner journey. The attached link, demonstrates the pathways available in Mathematics and gives you an idea of where your child is and what the next stage of their journey will look like.
- https://bfeeb35f-11bb-4c95-86f5-8caafe1b2ebe.filesusr.com/ugd/9cf7bb_1e6200fe52d847be81013dfcabab803b.pdf

Have a safe and restful summer holiday 😊

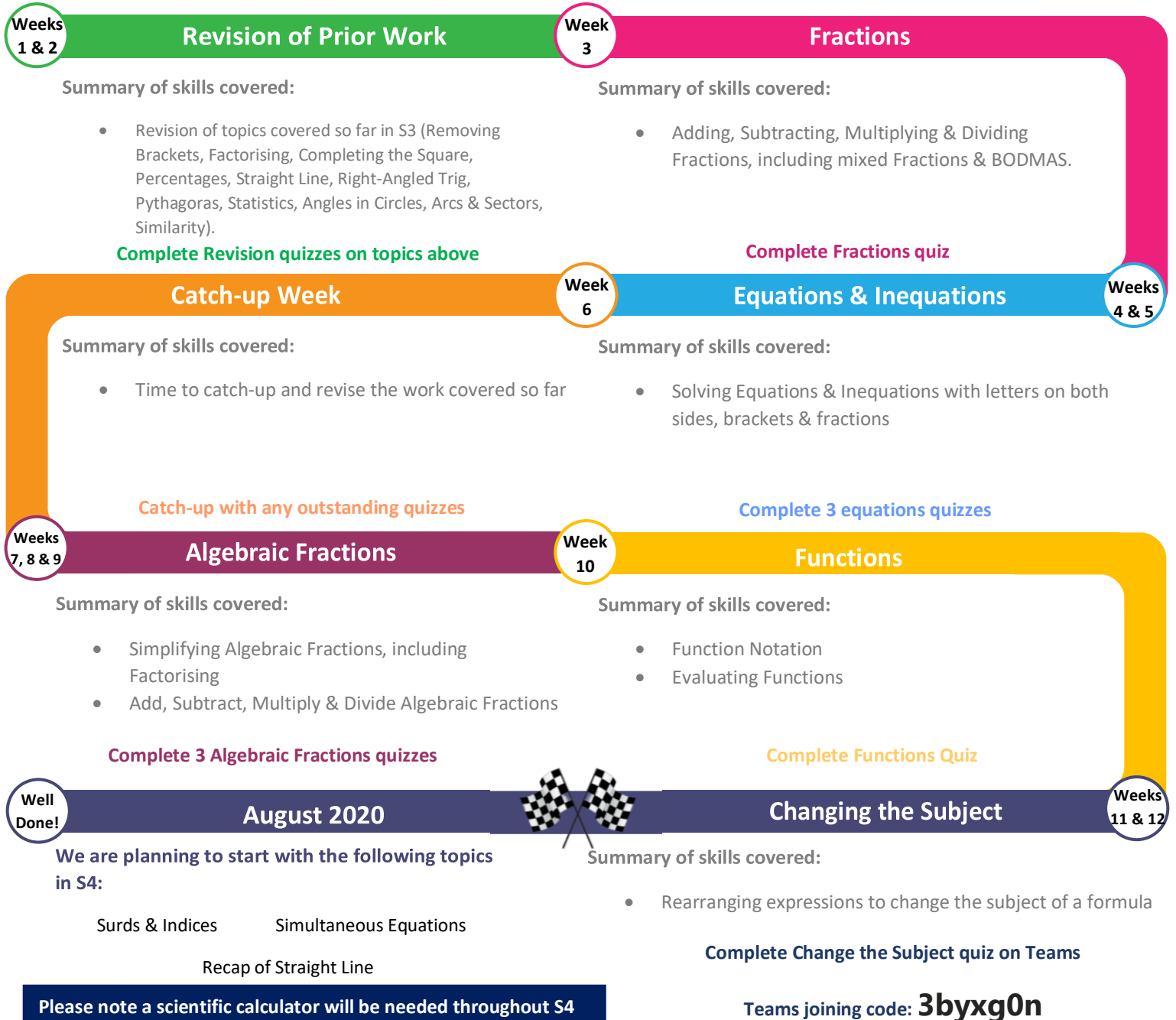
Roadmap to August 2020

Mathematics S3 – Level 4

Introduction

As we reach the end of what has been a unique term for students, parents/carers and staff, we would like to take this opportunity to thank you for supporting your child's learning in Mathematics throughout this time. We have worked together to form a strong foundation that is ready to support our next steps in August and we hugely value your involvement in this.

While working online, we have posted regular information, instructions, videos, worksheets, quizzes and assignments for your child to work on and complete. For all S1 – S3 pupils this has been posted on Show My Homework and latterly, also in Microsoft Teams. The following roadmap is a summary of the S3 Level 4 topics that have been delivered so far.



We have continued to work through the course plan to ensure that we are in the best possible position to progress to the next stage of learning in August. As you will be aware, Maths is a hugely sequential subject and the skills which any young person learns at a particular stage support future learning. For this reason, it is immensely important that each young person maintains and continues to develop their skills in preparation for resuming work in August and beyond. To achieve this please consider the following:

- Review your progress with the tasks detailed above and complete any outstanding work.
- Review and take on board any feedback given by your teacher.
- Continue to work on areas that you have found difficult using the resources issued on Show My Homework and/or using the websites listed below.
- Keep the skills you have learned this year fresh in your mind by using the websites below as a revision tool.

HELPFUL WEBSITES

- <https://www.bearsdenacademymathsblog.net/>
- <https://www.mymaths.co.uk/> Your child already has their own personal login details for this site, these were issued via Show My Homework. MyMaths is available to use until September.
- <https://www.bbc.co.uk/bitesize/subjects/z6vg9i6>
- <https://www.usborne.com/quicklinks/eng/catalogue/catalogue.aspx?cat=1&loc=uk&area=MTH&subcat=MD&id=1331>
- <https://www.mathsisfun.com/definitions/>
- <https://corbettmaths.com/contents/>
- The skills learned within each part of the BGE form the foundations needed to progress to the next stage in their learner journey. The attached link, demonstrates the pathways available in Mathematics and gives you an idea of where your child is and what the next stage of their journey will look like.
https://bfeeb35f-11bb-4c95-86f5-8caafe1b2ebe.filesusr.com/ugd/9cf7bb_1e6200fe52d847be81013dfcabab803b.pdf

Have a safe and restful summer holiday 😊

Roadmap to August 2020

Mathematics National 5 (S5/S6)



Teams Code/Link: [3pk3wbm](#)

As we reach the end of what has been a unique term for students, parents/carers and staff, the Mathematics Department would like to take this opportunity to thank you for all of your efforts throughout this term. As noted in our first post on 7th May 2020, we certainly have been in this together. We have achieved a lot in forming a strong foundation which is ready to support our next steps in August.

While working online through Microsoft Teams, we have posted daily worksheets which outline new course material and weekly quizzes to provide feedback. The following roadmap is a summary of the National 5 (S5/S6) topics which have been delivered so far.

Week 1

Revision of Key National 4 Concepts

- Lesson 1: Working with Integers
- Lesson 2: Expanding Brackets
- Lesson 3: Solving Equations
- Lesson 4: Working with Fractions Fraction of a Quantity
- Lesson 5: Working with Fractions Addition/Subtraction

Now attempt the Week 1 Quiz

Week 2

Revision of Key National 4 Concepts

- Lesson 1: Working with Decimals
- Lesson 2: Working with Fractions Multiplication/Division
- Lesson 3: Factorising Common Factor/Difference of 2 Squares
- Lesson 4: Right Angled Trigonometry
- Lesson 5: Working with Angles

Now attempt the Week 2 Quiz

Factorising Part 1

- Lesson 1: Difference of 2 Squares
- Lesson 2: Trinomial - Third Term Positive Part 1
- Lesson 3: Trinomial - Third Term Positive Part 2
- Lesson 4: Trinomial - Third Term Negative Part 1
- Lesson 5: Trinomial - Third Term Negative Part 2

Now attempt the Week 4 Quiz

Week 4

Expanding Brackets

- Lesson 1: Double Linear Brackets Part 1
- Lesson 2: Double Linear Brackets Part 2
- Lesson 3: Linear and Quadratic Brackets
- Lesson 4: Mixture of Questions / Past Papers

Now attempt the Week 3 Quiz

Week 3

Week 5

Factorising Part 2

- Lesson 1: Trinomial Mixture of Examples
- Lesson 2: Trinomial Common Factor First
- Lesson 3: All Types of Factorising Part 1
- Lesson 4: All Types of Factorising Part 2

Now attempt the Week 5 Quiz

Week 6

Rounding and Volume Part 1

- Lesson 1: Rounding and Significant Figures
- Lesson 2: Volume - Recap of Level/National 4
- Lesson 3: Volume Prism and Cylinder
- Lesson 4: Volume Pyramid
- Lesson 5: Volume Cone

Now attempt the Week 6 Quiz

Well Done!

August 2020

We are planning to start with the following topics:

- Volume (Part 2)
- Completing the Square
- Surds



Study Week

Use this time to catch up on previous work and outstanding quizzes.

Week 7

- A scientific calculator will be required in class throughout the National 5 course. Mobile phones cannot serve this purpose in school.
- Please locate any department textbooks currently at home and keep them in a safe place. We will ask for these when it is safe to do so.

We have continued to work through the course plan to ensure that we are in the best possible position to progress to the next stage of learning in August. As you will be aware, Mathematics is a sequential subject and the skills which any young person learns at a particular stage supports future learning. For this reason, it is immensely important that each young person maintains and continues to develop their skills in preparation for resuming work in August. To achieve this, please consider the following:

- Review your progress from Weeks 1 - 6 and complete any outstanding coursework.
- Submit any outstanding quizzes before Friday 31st July 2020. Previous quizzes and full solutions are available on Teams.
- Strengthen your understanding of the new topics by making use of the revision materials on the following websites:

www.bearsdenacademymathsblog.net

www.national5maths.co.uk

Have a safe and restful summer holiday 😊

Roadmap to August 2020

Mathematics Higher



Teams Code/Link: [gslq7hx](#)

As we reach the end of what has been a unique term for students, parents/carers and staff, the Mathematics Department would like to take this opportunity to thank you for all of your efforts throughout this term. As noted in our first post on 7th May 2020, we certainly have been in this together. We have achieved a lot in forming a strong foundation which is ready to support our next steps in August.

While working online through Microsoft Teams, we have posted daily worksheets which outline new course material and weekly quizzes to provide feedback. The following roadmap is a summary of the Higher topics which have been delivered so far.

Week 1

Revision of Key National 5 Concepts

- Lesson 1: Expanding Brackets
- Lesson 2: Equations
- Lesson 3: Simultaneous Equations
- Lesson 4: Factorising
- Lesson 5: Changing the Subject of a Formula

Now attempt the Week 1 Quiz

Week 2

Revision of Key National 5 Concepts

- Lesson 1: Solving Quadratic Equations
- Lesson 2: Indices
- Lesson 3: Surds
- Lesson 4: Algebraic Fractions
- Lesson 5: Trigonometric Equations

Now attempt the Week 2 Quiz

The Straight Line Part 2

- Lesson 1: $y - b = m(x - a)$
- Lesson 2: Medians Part 1
- Lesson 3: Medians Part 2
- Lesson 4: Altitudes Part 1
- Lesson 5: Altitudes Part 2

Now attempt the Week 4 Quiz

Week 4

The Straight Line Part 1

- Lesson 1: Distance, Gradient and Mid-point Formulae
- Lesson 2: Gradient Perpendicular/vertical/horizontal
- Lesson 3: $m = \tan \theta$
- Lesson 4: $y = mx + c$ Combination of N5 and Higher to date

Now attempt the Week 3 Quiz

Week 3

Week 5

The Straight Line Part 3

- Lesson 1: Perpendicular Bisectors Part 1
- Lesson 2: Perpendicular Bisectors Part 2
- Lesson 3: Intersection of Two Lines
- Lesson 4: Mixture of Questions/Past Paper Questions Part 1
- Lesson 5: Mixture of Questions/Past Paper Questions Part 2

Now attempt the Week 5 Quiz

Week 6

The Circle Part 1

- Lesson 1: Equation of a Circle Centre (0,0)
- Lesson 2: Equation of a Circle Centre (a,b)
- Lesson 3: General Equation of a Circle Part 1
- Lesson 4: General Equation of a Circle Part 2
- Lesson 5: Intersection of a Line and Circle Part 1

Now attempt the Week 6 Quiz

Well Done!

August 2020



Study Week

Week 7

We are planning to start with the following topics:

- The Circle Part 2
- Recurrence Relations
- Differentiation

Lesson 1: Intersection of a Line and Circle Part 2

Lesson 2: The Discriminant Revision from National 5

- A scientific calculator will be required in class throughout the Higher course. Mobile phones cannot serve this purpose in school.
- Please locate any department textbooks currently at home and keep them in a safe place. We will ask for these when it is safe to do so.

We have continued to work through the course plan to ensure that we are in the best possible position to progress to the next stage of learning in August. As you will be aware, Mathematics is a sequential subject and the skills which any young person learns at a particular stage supports future learning. For this reason, it is immensely important that each young person maintains and continues to develop their skills in preparation for resuming work in August. To achieve this, please consider the following:

- Review your progress from Weeks 1 - 6 and complete any outstanding coursework.
- Submit any outstanding quizzes before Friday 31st July 2020. Previous quizzes and full solutions are available on Teams.
- Strengthen your understanding of the new topics by making use of the revision materials on the following websites:

www.bearsdenacademymathsblog.net

www.highermathematics.co.uk

Have a safe and restful summer holiday 😊

Roadmap to August 2020

Mathematics Advanced Higher



Teams Code/Link: [4vauhsd](#)

As we reach the end of what has been a unique term for students, parents/carers and staff, the Mathematics Department would like to take this opportunity to thank you for all of your efforts throughout this term. As noted in our first post on 7th May 2020, we certainly have been in this together. We have achieved a lot in forming a strong foundation which is ready to support our next steps in August.

While working online through Microsoft Teams, we have posted daily worksheets which outline new course material and weekly quizzes to provide feedback. The following roadmap is a summary of the Advanced Higher topics which have been delivered so far.

Week 1

Revision of Key Higher Concepts

- Lesson 1: Differentiation
- Lesson 2: Stationary Points
- Lesson 3: Integration
- Lesson 4: Definite Integrals
- Lesson 5: Applications of Calculus

Now attempt the Week 1 Quiz

Week 2

Revision of Key Higher Concepts

- Lesson 1: Algebraic Fractions
- Lesson 2: Exact Values
- Lesson 3: Trigonometric Equations
- Lesson 4: Trigonometric Identities

Now attempt the Week 2 Quiz

Binomial Theorem

- Lesson 1: Introduction to Binomial Theorem
- Lesson 2: nC_r Notation and Solving Equations
- Lesson 3: Binomial Theorem
- Lesson 4: General Term Formula
- Lesson 5: Applications of Binomial Theorem

Now attempt the Week 4 Quiz

Week 4

Partial Fractions

- Lesson 1: Algebraic Division and Partial Fractions Distinct Linear Factors
- Lesson 2: Partial Fractions Repeated Linear Factors
- Lesson 3: Partial Fractions Irreducible Quadratic Factors
- Lesson 4: Partial Fractions Improper Rational Functions

Now attempt the Week 3 Quiz

Week 3

Week 5

Differentiation Part 1

- Lesson 1: Differentiation from First Principles
- Lesson 2: The Chain Rule
- Lesson 3: The Product Rule
- Lesson 4: The Quotient Rule
- Lesson 5: Further Standard Integrals Part 1

Now attempt the Week 5 Quiz

Week 6

Differentiation Part 2

- Lesson 1: Further Standard Integrals Part 2
- Lesson 2: Higher Derivatives
- Lesson 3: Rectilinear Motion
- Lesson 4: Critical Points
- Lesson 5: Optimisation Problems

Now attempt the Week 6 Quiz

Well Done!

August 2020



Systems of Equations Part 1

Week 7

We are planning to start with the following topics:

- Systems of Equations Part 2
- Integration
- Properties of Functions Please ensure all work on Differentiation is complete in preparation of this topic.

- Lesson 1: Definitions and Notation
- Lesson 2: Gaussian Elimination

- A scientific calculator will be required in class throughout the Advanced Higher course. Mobile phones cannot serve this purpose in school.
- Please locate any department textbooks currently at home and keep them in a safe place. We will ask for these when it is safe to do so.

We have continued to work through the course plan to ensure that we are in the best possible position to progress to the next stage of learning in August. As you will be aware, Mathematics is a sequential subject and the skills which any young person learns at a particular stage supports future learning. For this reason, it is immensely important that each young person maintains and continues to develop their skills in preparation for resuming work in August. To achieve this, please consider the following:

- Review your progress from Weeks 1 - 6 and complete any outstanding coursework.
- Submit any outstanding quizzes before Friday 31st July 2020. Previous quizzes and full solutions are available on Teams.
- Strengthen your understanding of the new topics by making use of the revision materials on the following websites:

www.bearsdenacademymathsblog.net

www.advancedhighermaths.co.uk

Have a safe and restful summer holiday 😊

Roadmap to August 2020

French S2



The Modern Languages Department would like to take this opportunity to thank pupils, parents/carers and staff for all of your efforts throughout this term. While working online through Microsoft Teams, we have posted weekly work which includes new course material. The following roadmap is a summary of the topics which have been delivered so far.

Week 1

Le Temps et Les Loisirs

- Regular ER verbs
- Numbers 1-100

Week 2

Le Temps et Les Loisirs

- Seasons
- Weather

Week 4

Le Temps et Les Loisirs

- Sports and Hobbies with Jouer or Faire

Le Temps et Les Loisirs

- Sports and Hobbies

Week 3

Week 5

En Ville

- Places In Town
- Directions

Week 6

En Ville

- The verb ALLER
- Saying what there is and is not in a town

Well Done!

August 2020

We plan to begin with the topic of FOOD



S2 Pen Pal project

Topic 7

Week 7

We have continued to work through the course plan to ensure that we are in the best possible position to progress to the next stage of learning in August. Modern languages is a sequential subject and the skills which any young person learns at a particular stage supports future learning. For this reason, it is very important that each young person maintains and continues to develop their skills in preparation for resuming work in August.

To achieve this, please consider the following:

- Review your progress from Weeks 1-7 and complete any outstanding coursework.
- Strengthen your understanding of the new topics by making use of the revision materials in the following websites:

www.linguascope.com (username : bearsden password : papillon)

www.languagesonline.org.uk

We recommend that you have your own French dictionary for use in school and at home.

Have a safe and restful summer holiday 😊

Roadmap to August 2020

French S3



Teams Code 1mvp724

Introduction

The Modern Languages Department would like to take this opportunity to thank pupils, parents/carers and staff for all of your efforts throughout this term. While working online through Microsoft Teams, we have posted weekly work which includes new course material. The following roadmap is a summary of the topics which have been delivered so far.

Week 1

Ma journée scolaire

Revision of daily routine reflexive verbs

Week 2

Ma journée scolaire

Irregular verbs
Apprendre/Comprendre/Prendre

Ca va ?

New topic "ça va ?"
The verb "porter" + clothes vocabulary

Week 4

Ma journée scolaire

Continuation of clothes vocabulary
Talking about your school uniform

Week 3

Week 5

Ca va ?

Parts of the body
"J'ai mal"

Week 6

Ca va ?

"J'ai mal"
Illnesses

Well Done!

August

Daily Routine Storyboard

Week 7

We plan to begin with the topic of "Friends and Family"



Revision of key vocabulary and key grammar points
Completion of Daily Routine Storyboard Assignment due 24 June

Forward planning

We have continued to work through the course plan to ensure that we are in the best possible position to progress to the next stage of learning in August. Modern languages is a sequential subject and the skills which any young person learns at a particular stage supports future learning. For this reason, it is very important that each young person maintains and continues to develop their skills in preparation for resuming work in August. To achieve this, please consider the following:

- Review your progress from Weeks 1-7 and complete any outstanding coursework, including homework.
- Strengthen your understanding of the new topics by making use of the revision materials in the following websites:

www.linguascope.com (username : bearsden password : papillon)

www.languagesonline.org.uk

We recommend that you have your own French dictionary for use in school and at home.

Have a safe and restful summer holiday 😊

Roadmap to August 2020

Spanish S3



Teams Code js2cke7

Introduction

The Modern Languages Department would like to take this opportunity to thank pupils, parents/carers and staff for all of your efforts throughout this term. While working online through Microsoft Teams, we have posted weekly work which includes new course material. S3 Spanish pupils should complete the project outlined below as an introduction to the course.



Me Presento Assignment

Revision of key vocabulary and key grammar points

Completion of Me Presento Assignment due 24 June

All resources and instructions on Teams

August

We will begin with the topic of "Bienvenidos"

Forward planning

We have continued to work through the course plan to ensure that we are in the best possible position to progress to the next stage of learning in August. Modern languages is a sequential subject and the skills which any young person learns at a particular stage supports future learning. For this reason, it is very important that each young person maintains and continues to develop their skills in preparation for resuming work in August. To achieve this, please consider the following: - Strengthen your understanding of the new language by making use of the revision materials in the following websites:

www.linguascope.com (username : bearsden password : papillon)

www.languagesonline.org.uk

We recommend that you have your own Spanish dictionary for use in school and at home.

Have a safe and restful summer holiday 😊

Roadmap to August 2020

French National 5



Teams Code ykw2o7w

The Modern Languages Department would like to take this opportunity to thank pupils, parents/carers and staff for all of your efforts throughout this term. While working online through Microsoft Teams, we have posted weekly work which includes new course material. The following roadmap is a summary of the topics which have been delivered so far.

Week 1

Family and Lifestyle

Lesson 1: Revision of vocabulary "foundations" and "family"
Lesson 2: Writing of family
Lesson 3: Reading Healthy Lifestyles
Lesson 4: Reading

Week 2

Lifestyle

Lesson 1: Revision vocabulary "sports / free time" and "healthy lifestyle"
Lesson 2: Reading healthy lifestyles
Lesson 3: Listening "le temps libre"
Lesson 4: Revision of regular verbs at the present tense

Home area

Lesson 1: Revision vocabulary "home area"
Lesson 2: Revision of the plural form
Lesson 3: Writing "describe your town"
Lesson 4: Reading and Listening homework

Week 4

Jobs and home area

Lesson 1: Revision vocabulary "part-time job/pocket money" and "house"
Lesson 2: Vocabulary where I live and places in town
Lesson 3: Reading and writing on what there is/isn't in town
Lesson 4: Reading and Listening homework

Week 3

Week 5

Home area

Lesson 1: Revision vocabulary "home area"
Lesson 2: Reading on places in town
Lesson 3: Reading and writing "home area"
Lesson 4: Revision of the negative form and Listening homework

Week 6

Home area

Lesson 1: Revision vocabulary "home area"
Lesson 2: Adjectives to describe a town
Lesson 3: Reading and writing "home area"
Lesson 4: Reading and Listening homework

Well Done!

August 2020

We are planning to start with the following topic:
"Citizenship"



Topic 7

Week 7

Revise vocab from Home Area topic

- Watch a French movie, listen to French music, change your phone settings to French, follow French celebrities, newspapers and magazines on social media...

We have continued to work through the course plan to ensure that we are in the best possible position to progress to the next stage of learning in August. Modern languages is a sequential subject and the skills which any young person learns at a particular stage supports future learning. For this reason, it is very important that each young person maintains and continues to develop their skills in preparation for resuming work in August. To achieve this, please consider the following:

- Review your progress from Weeks 1-7 and complete any outstanding coursework, including homework.
- Strengthen your understanding of the new topics by making use of the revision materials in the following websites:

<https://www.languagesonline.org.uk/>

<https://scholar.hw.ac.uk/>

We recommend that you have your own French dictionary for use in school and at home.

Have a safe and restful summer holiday 😊

Roadmap to August 2020

French Higher



Teams Code kz9vwyw

As we reach the end of what has been a unique term for students, parents/carers and staff, the Modern Languages Department would like to take this opportunity to thank you for all of your efforts throughout this term. While working online through Microsoft Teams, we have achieved a lot in forming a strong foundation, which is ready to support our next steps in August. The following roadmap is a summary of what has been delivered so far.

Week 1

Family Relationships

- Introduction to course
- Revision of vocabulary on family
- Revision of ER, IR and RE present tense verbs
- Listening "Céline et Benoît"
- Reading "Society—La Famille"

Week 2

Family Relationships

- Revision of present tense of irregular verbs
- Listening "Pauline's Family"
- Reading "La Vie en Famille"
- Writing "Comment est ta famille?"

Family Relationships

- **Special constructions** être en train de + infinitive
être sur le point de + infinitive
- Reading "Advantages of being an only child"
- Writing "Quels sont les avantages d'être enfant unique, à ton avis?"

Week 4

Family Relationships

- Revision of present tense of modal verbs
- Listening "Les relations avec les parents"
- Writing "Tu as assez de liberté à la maison?"

Week 3

Week 5

Family Relationships

- **Special construction** venir de + infinitive
- Listening "Les règlements"
- Writing "Il y a beaucoup de règlements chez toi?"

Week 6

Friendship

- Reading "L'amitié"
- Listening "Les jeunes et les amis"
- Writing "Tu as un meilleur ami?"

Well Done!

August 2020

- We are planning to start with the following topics:
- becoming an adult
 - family structures
 - marriage/civil partnership/living as a couple



Study Week

Week 7

- Revise vocab page 1-9 of your vocab booklet
- Revise present tense verbs
- Watch a French movie, listen to French music, change your phone settings to French, follow French celebrities, newspapers and magazines on social media...

We have continued to work through the course plan to ensure that we are in the best possible position to progress to the next stage of learning in August. As you will be aware, French is a sequential subject and the skills which any young person learns at a particular stage supports future learning. For this reason, it is immensely important that each young person maintains and continues to develop their skills in preparation for resuming work in August. To achieve this, please consider the following: • Review your progress from Weeks 1 – 7 and complete any outstanding coursework. • Submit any outstanding tasks before Friday 31st July 2020. • Strengthen your understanding of the new topics by making use of the revision materials on the following websites:

<https://www.languagesonline.org.uk/>

<https://scholar.hw.ac.uk/>

We recommend that you have your own French dictionary for use in school and at home.

Have a safe and restful summer holiday 😊

Roadmap to August 2020

Spanish National 5



Teams Code o10sviq

The Modern Languages Department would like to take this opportunity to thank pupils, parents/carers and staff for all of your efforts throughout this term. While working online through Microsoft Teams, we have posted weekly work which includes new course material. The following roadmap is a summary of the topics which have been delivered so far.

Week 1

Recap of S3

- Grammar—nouns and adjectives
- Vocabulary—Donde Vivo

Week 2

Where I live

- https://youtu.be/cVzLWakA_Os
- <https://www.languagesonline.org.uk/Spanish/Cam2/Cam2Uni7/index.htm>
- Directions practice sentences
- <https://padlet.com/mkemp5/S3Spanish>

Shopping

- Recap the vocabulary for different types of shops
- Learn the vocabulary for clothes
- Clothes—<https://www.languagesonline.org.uk/Spanish/Cam2/Cam2Uni1/index.htm>

Week 4

Where I live

- <https://www.languagesonline.org.uk/Spanish/Cam3/Cam3Uni13/index.htm>
- Poster project
- <https://padlet.com/mkemp5/S3Spanish> Mi Ciudad
- Se puede + infinitive

Week 3

Week 5

Shopping

- Colours -<https://www.languagesonline.org.uk/Spanish/Colours/index.htm>
- In the new booklet complete **activity 1** on shops and products, then do **activities 6, 7 & 8** on clothes and colours.

Week

Shopping

- demonstrative adjectives
- Listening <https://padlet.com/mkemp5/S3Spanish>

Well Done!

August 2020

We plan to start on the topic of Media and Technology



Study Week

Week 7

- Revise vocabulary and grammar from Shopping topic
- Watch a Spanish movie, listen to Spanish music, read an article in Spanish of your choice online

We have continued to work through the course plan to ensure that we are in the best possible position to progress to the next stage of learning in August. Modern languages is a sequential subject and the skills which any young person learns at a particular stage supports future learning. For this reason, it is very important that each young person maintains and continues to develop their skills in preparation for resuming work in August.

To achieve this, please consider the following:

- Review your progress from Weeks 1-7 and complete any outstanding coursework
- -Strengthen your understanding of the new topics by making use of the revision materials in the following websites:

www.linguascope.com (username : bearsden password : papillon)

www.languagesonline.org.uk

- We recommend you have your own Spanish dictionary for use in school and at home

Have a safe and restful summer holiday 😊

Roadmap to August 2020



French Advanced Higher

As we reach the end of what has been a unique term for students, parents/carers and staff, the Modern Languages Department would like to take this opportunity to thank you for all of your efforts throughout this term. While working online through Microsoft Teams, we have achieved a lot in forming a strong foundation, which is ready to support our next steps in August. The following roadmap is a summary of what has been delivered so far.

Week 1

Immigration

- Introduction to course
- Present Tense regular verbs
- Immigration vocabulary
- Listening—Interview (Immigration)

Week 2

Immigration

- Present Tense of irregular verbs
- Reading—SQA 2018 about the lives of immigrants in France
- Listening—Immigration (Language Box)
- Translation—Immigration

Immigration

- Vocabulary study— Immigration
- Present Tense Verbs
- Reading - 2018 Reading Past paper Contd.
- Writing—choice of questions about immigration.

Week 4

Immigration

- Present Tense Modal Verbs
- Translation—Immigration
- Reading - 2018 Reading Past paper Contd.
- Listening—C'est quoi un migrant ? , Comment les réfugiés sont répartis dans les différents pays européens ? A-t-on le droit d'aider les migrants ?

Week 3

Week 5

Immigration

- Reading—L'intégration en France, marche-t-elle ?
- Listening—pourquoi construit-on un mur à la frontière mexicaine ?
- Writing—choice of questions about immigration.

Week 6

Literature

- Background research on "Au revoir les enfants" and "Un sac de billes"
- Writing—choice of questions about immigration.

Well Done!

August 2020

We are planning to start with the following topics:

- living in a multicultural society
- stereotypes , prejudice , racism



Study Week

Week 7

- Revise present tense verbs
- Watch a French movie, listen to French music, change your phone settings to French, follow French celebrities, newspapers and magazines on social media...

We have continued to work through the course plan to ensure that we are in the best possible position to progress to the next stage of learning in August. As you will be aware, French is a sequential subject and the skills which any young person learns at a particular stage supports future learning. For this reason, it is immensely important that each young person maintains and continues to develop their skills in preparation for resuming work in August. Strengthen your understanding of the new topics by making use of the revision materials on the following websites:

<https://www.languagesonline.org.uk/>

<https://scholar.hw.ac.uk/>

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

<https://www.france24.com/fr/>

We recommend that you have your own French dictionary for use in school and at home.

Have a safe and restful summer holiday 😊

Roadmap to August 2020

Spanish Advanced Higher



Teams Code dn3uxqy

As we reach the end of what has been a unique term for students, parents/carers and staff, the Modern Languages Department would like to take this opportunity to thank you for all of your efforts throughout this term. While working online through Microsoft Teams, we have achieved a lot in forming a strong foundation, which is ready to support our next steps in August. The following roadmap is a summary of what has been delivered so far.

Week 1

Animals

- Recap of Higher Spanish grammar
- Higher Spanish Vocab check (holidays topic and common verbs)
- Introduction to animals topic: big vocab list of animals

Week 2

Cruelty to Animals

- “Animales abandonados” article on the trend of abandoning pets in Spain
- key bullfighting vocab
- “conocer a las corridas de toros”

Bullfighting

Writing - a factual summary of a bullfight (200-300 words)

- “Las corridas de toros gap fill” sheet
- “En contra y a favor de las corridas de toros” – exploring arguments for and against bullfights
- Lince ibérico” Scholar Reading comprehension 5.1.7

Week 4

Bullfighting

Video/audio discussion on Teams: recent activities, abandonment of pets, first impressions of bullfighting.

Week 3

Week 5

Bullfighting

Video discussion on Teams: weekend activities, book recommendations, the “tercios” of a bullfight, key people involved in a bullfight

Week 6

Endangered Species

- “Mitos de la tauromaquia” sheet
- Scholar activities “los animales amenazados” and “los modismos que involucran...”

Well Done!

August 2020



Study Week

Week 7

We are planning to start with the following topics:

- Language learning
- Immigration

- Redraft bullfighting essay with corrections, finish off any previous tasks, **Watch a Spanish movie, listen to Spanish music, change your phone settings to Spanish follow Spanish celebrities, newspapers and magazines on social media...**

We have continued to work through the course plan to ensure that we are in the best possible position to progress to the next stage of learning in August. As you will be aware, Spanish is a sequential subject and the skills which any young person learns at a particular stage supports future learning. For this reason, it is immensely important that each young person maintains and continues to develop their skills in preparation for resuming work in August. Strengthen your understanding of the new topics by making use of the revision materials on the following websites:

<https://www.languagesonline.org.uk/>

<https://scholar.hw.ac.uk/>

We recommend that you have your own Spanish dictionary for use in school and at home.

Have a safe and restful summer holiday 😊

Roadmap to August 2020

Spanish Higher



Teams Code 9pwn00w

As we reach the end of what has been a unique term for students, parents/carers and staff, the Modern Languages Department would like to take this opportunity to thank you for all of your efforts throughout this term. While working online through Microsoft Teams, we have achieved a lot in forming a strong foundation, which is ready to support our next steps in August. The following roadmap is a summary of what has been delivered so far.

Week 1

Family Relationships

- Introduction to course
- Reading passage **Society - La Familia.**
- Listening—**Maribel y José**
- Present Tense regular verbs

Week 2

Family Relationships

- Revision of present tense of irregular verbs
- Reading **¿Tus padres te dan bastante libertad?**
- Listening Activity - **La Familia de Lucia**

Family Relationships

- Listening—Only Children
- *¿Hay ventajas de ser hijo único?"*
- Present Tense of Ir and Dar

Week 4

Family Relationships

- Writing *¿Cómo es tu familia?*
- Listening -**Maria habla de su familia**
- Present Tense of Ser and Estar

Week 3

Week 5

Family Relationships

- Listening—Raquel
- Grammar –consolidation of present tense verbs
- Writing—*¿Te gusta pasar tiempo con tu familia?*

Week 6

Friendship

- 2014 SQA Listening (Friendship)
- Reading passage—**Los amigos**
- Writing—*¿Qué es para ti un buen amigo/una buena amiga?*

Well Done!

August 2020

We are planning to start with the following topics:

- becoming an adult
- family structures



Study Week

Week 7

- Revise vocab page 1-12 of your vocab booklet
- Revise present tense verbs
- Watch a Spanish movie, listen to Spanish music, change your phone settings to Spanish follow Spanish celebrities, newspapers and magazines on social media...

We have continued to work through the course plan to ensure that we are in the best possible position to progress to the next stage of learning in August. As you will be aware, Spanish is a sequential subject and the skills which any young person learns at a particular stage supports future learning. For this reason, it is immensely important that each young person maintains and continues to develop their skills in preparation for resuming work in August. To achieve this, please consider the following: • Review your progress from Weeks 1 – 7 and complete any outstanding coursework. • Submit any outstanding tasks before Friday 31st July 2020. • Strengthen your understanding of the new topics by making use of the revision materials on the following websites:

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<https://scholar.hw.ac.uk/>

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Have a safe and restful summer holiday 😊

Subject-

Modern Studies

Year-

S1 into S2

Introduction

You have been working hard at home to research the issue of rights. You completed research on child soldiers, identifying rights child soldiers are denied. You presented your findings in the form of a newspaper article and devised a board game to play at home to illustrate your knowledge of the topic. On moving into S2, you examined the origins of the Black Lives Matter and the death of George Floyd. Your task in S2 was to research Black Lives Matter and present your findings in a format of your choice. We look forward to seeing you share your findings when you return to the department. Well done, you have continued to achieve high standards during this difficult period.

Child Soldiers Newspaper Article

Summary of the Task

- Design the A4 front page of a newspaper in "Word" or "Publisher"
- Name and date your newspaper
- Create a title for your article
- Lead with your article on Child Soldiers
- Put your name as the journalist
- Include a picture, diagram or map
- List at least 3 websites used.

Designing a board game illustrating your knowledge of the child soldiers topic

Summary of the Task

- Your board game should be colourful and include facts about child soldiers and the United Nations Convention on the Rights of the Child.
- You can base your board game around the idea of child soldiers but this is not necessary.
- You can base your board game around existing ones e.g. Monopoly, Scrabble, Snakes and Ladders or you can come up with your own idea.
- Remember the aim of the board game should be a fun revision tool. You should incorporate a question element to your game to test a player's knowledge of the Rights topic and include a set of rules.
- You should then post evidence to Show My Homework of you playing your game with members of your household.

S2 Black Lives Matter Research Task

Summary of the Task

Task 1: Watch the documentary Stay Woke and make notes <https://safeYouTube.net/w/pleK>

Task: Post your thoughts on the documentary to Padlet: <https://padlet.com/modstud/s2research>

Task 3: Create one of the following to present your research: information poster, video or PowerPoint

Forward planning: In S2 you will learn about rights in the USA. We will examine the arguments for and against the second amendment and consider the power of pressure groups such as the National Rifle Association. We will then compare their power in influence with the Black Lives Matter movement. Well done, you have made a positive start to Modern studies and we look forward to welcoming you back to the department.

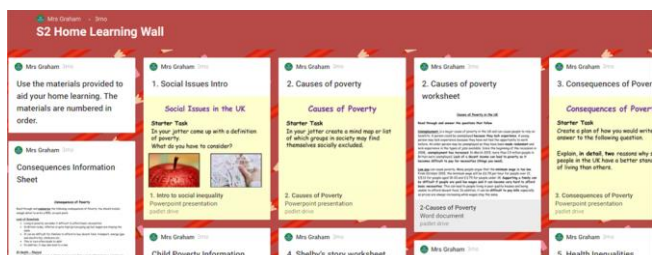


Subject Level

S2 Modern Studies

The second block of Modern Studies in the S2 Social Subjects rotation involves studying poverty in the UK. This topic covered reasons why some people might be in poverty and how people can be affected by being in poverty. This includes physical, emotional and financial effects. The work provided also looked at some of the ways in which people in poverty can be helped.

Topic 1



Summary

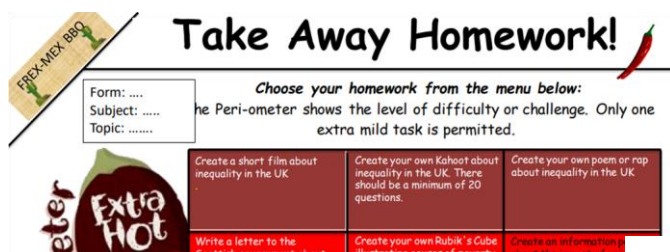
Pupils were directed to the Home Learning wall on Padlet:

<https://padlet.com/modstud/s2homelearning>

Summary

The tasks provided on the Learning Wall were given with a flexible deadline, the rationale being that pupils would be getting used to working at home and also may have issues accessing ICT at particular times.

Topic 2



Summary On May 13th, a follow up task was issued, this time with a due date of May 20th – this was given with a due date as pupils had been working at home for a while. The tasks were designed that they were flexible and did not all require ICT access. Pupils could select their own tasks.

August 2020

Summary

Ideally, by the time you arrive at the Summer holidays, you should have completed the work set on poverty in the UK. If you have chosen Modern Studies for S3 (Fantastic!) you should also have attempted the Murder Mystery Challenge, due by 23/6/2020.

Well Done!

Forward planning

We will be studying Crime and the Law for the first part of S3. This includes types and causes of crime, the effects of crime on individuals, businesses and wider society. We will also study laws in relation to traffic, alcohol and drugs. The S3 course also involves the study of responses to crime and the work of the Police.

The skills we will be working on are not exhaustive, but include: data handling, presentation skills, problem solving, debating and critical thinking.

Have a safe and restful summer holiday😊

Roadmap to August 2020

Subject National 5 Modern Studies

Introduction

From May-June you have been working on the assignment component of the National 5 Modern Studies course. The assignment is important as it is worth 20 marks out of a total of 100 marks for the course. You have developed skills in literacy, numeracy, analysis and evaluation. The work you have undertaken during this time will help you when the time comes to complete the write up of your research under exam conditions. You will have an opportunity to consolidate this research when you return in August.

Week 1

You were introduced to the National 5 Modern Studies course via narrated PowerPoint and asked to decide on a topic to research, devising your hypothesis and aims. The first support slot provided an opportunity to ask questions and participate in a USA Kahoot quiz.

Week 2

Your challenge this week was to carry out your research by finding out the answers to each of your aims. Skills used this week included information handling and notetaking. During the support slot you discussed your findings in groups and participated in a Kahoot.

Week 3

This week, you wrote up the key findings from your research and identified the source for each finding. Skills utilised include: literacy, numeracy and information handling skills. During the support slot we discussed devolved and reserved matters in Scotland.

Week 4

The challenge this week was to draw conclusions in relation to your research. You developed your analysis and evaluation skills to draw at least four conclusions from your research findings. During the support slot we discussed BLM movement and inequality in the US justice system, discussing our thoughts on the documentary 13th.

Week 5

Your challenge this week was to evaluate the two research methods used to investigate your topic e.g. websites and online newspapers. You demonstrated your evaluation skills by identifying strengths and weaknesses of each method of research.

Week 6

This week you consolidated your literacy skills, reviewing and editing your findings, conclusions and evaluation of research methods. During the support slot we looked at some of examples of sources and discussed their strengths and weaknesses.

Well Done!

August 2020

Forward Planning: In August, you will have an opportunity to review your work and make the necessary changes. We will begin the Democracy in Scotland unit, exploring the role of Parliament, work of MSPs, voting systems and opportunities to participate in politics.

Week 7

Your final task was to review and edit your research and upload to your Class Notebook in preparation for August.

Have a safe and restful summer holiday 😊

Modern Studies Higher

This has been a novel way to start a new course, but I'm pleased that so many of you have actively engaged with the work and completed the tasks set. This first task was an opportunity for you to build on the skills developed in S4 or S5 and gain insight into one of the main topics in Higher Modern Studies. The task was designed to prepare you for the style of learning and also to overtake some aspects of the course assessment; so all work will form part of your coursework portfolio.

Week 1

Read through the Task Booklet after watching the powerpoint. Task some time to do initial research and select a topic from Page 3 to research in detail. Produce a summary of the causes and consequences you have identified from your research.

Week 2

Now you are in a position to identify the action government could take. There are three options to choose from (see page 3) you should select one of these. Your job now is to identify what difference this government action could make to the problem you have researched.

Week 4

Throughout your research you have been recording sources of useful information – either to tell you about the causes/consequences of the problem or to find arguments that support a course of government action. Select 2-4 sources of information and tell us how useful they were

Week 3

Make your recommendation. What are the three main arguments to support your recommendation? This is where you must link the benefits of your recommended action to the causes/consequences of the problem you want the government to solve.

Week 5

Now you're in a position to write up the report. A suggested template is on page 4 in the Task Booklet and this can be really helpful to get the structure right. We will use this structure for future work, so best to start developing this skill now! As it is a report, we recommend that you use headings, sub-headings and references (see page 4) – you will be pleased to know that marks are allocated to the use of structure in SQA assessments. When the report is completed, you can post the document in MS Teams or email via GLOW – details are in the booklet. Of course, you can send in drafts section-by-section too for feedback.

August 2020

Well Done!

We will provide feedback on the work you have completed to date before we move onto the three main study themes:

- Democracy in the UK
- Wealth & health inequality in the UK
- China: Study of a World Power

Modern Studies is a skills-based subject, so whilst we will cover detailed information with facts & figures relating to an issue, our focus is always on what are you going to do with the information? Applying evidence and using it to support your knowledge will demonstrate the depth of your understanding and the high order skills of analysis, evaluation and drawing conclusions. You may find the resources on the SQA website helpful in providing an insight to the course structure and assessment. We look forward to seeing you all in August!

Have a restful & enjoyable summer holiday



Roadmap to August 2020

Subject Level

Introduction

Higher Politics is an exciting, highly relevant course which is concerned with the work of decision makers around us and how the decisions that are made can impact on us all. In the course, we will cover 3 topics: Political Theory, Political Systems and Political Parties and Election Campaigns.

Higher Politics updates can be found @BAModdies and BA Modsquad on YouTube.



Figure 1

Forward planning

When we return, our main focus will be on looking at different models of democracy – namely direct democracy and representative democracy. We will also start exploring essay writing and how to write Higher Politics essays.

Have a safe and restful summer holiday 😊

Modern Studies Advanced Higher

This has been a novel way to start a new course, but I thank you for your input so far. Given the nature and level of this subject, the work set over the past 5 weeks has been about research and familiarising oneself with the issues about crime, law and order. This course, as with all SCQF Level 7, is designed to emulate first year undergraduate level learning and teaching. As such, the AH course will be less teacher-led learning and more about student-led discussion and workshops on the key questions relating to the three main study themes (see below).

Week 1

Read through the SQA course materials about the course.

Week 2

Using TEDTalks, watch a clip about the purpose of prison sentences and complete the reflection tasks that accompany it

Weeks 4/5

Take a look at some of the materials posted on BAModdies that relate to crime – especially responses to crime. Add to your notes about the purpose of prison.

Week 3

Finish off the work from TEDTalks in Week 2.

August 2020

Well Done!

Now you have had some time to research the issue of prison, looking at one experience in the US and using this to reflect on incarceration as a punishment and what society expects it to achieve. We will be exploring all of these themes and thoughts throughout the course, so continue to watch the news, read papers and stories about responses to crime and the use of custodial sentencing.

We will work on the research that you have completed to date before we move onto the three main study themes:

- Theories & causes of crime
- Responses to crime
- Research methods

We look forward to seeing you all in August!

Have a restful & enjoyable summer holiday 🤖

Roadmap to August 2020



Music BGE S1 into 2

The final term of session 2019-20 has looked very different this year. The Music Department would like to thank you for all of your efforts as we have worked our way through these difficult times.

The following roadmap is a summary of the S1 into S2 topics which have been delivered so far through a combination of ShowMyHome-work and Microsoft Teams.

Week 1

Music Literacy

Summary

- The Staff
- Treble Clef
- Lines and Spaces
- Note names

Week 2

Music Literacy

Summary

- Note Values
- Naming Notes (Keyboard)

Understanding Music

Summary

- Peter and the Wolf

Week 4

Music Literacy

Summary

- Bar Lines

Week 3

Week 5

Performance Challenge

Summary

- RSNO Challenge

Week 6

Understanding Music

Summary

- Musical Podcast 1—John Williams
- Quiz

Well Done!

August 2020

Plan

- Rhythm
- Groups and Bands



Understanding Music

Summary

- Musical Podcast 2—Weird Musical Instruments
- Quiz

Week 7

We have continued to work through the Music course to ensure we are in the best possible position to progress to the next stage of learning in August. As you will be aware, the skills developed in Music are built upon for each stage of the course which will support future learning. For this reason, it is important that each young person maintains and continues to develop their skills in preparation for resuming work in August.

To achieve this, please consider the following:

- Please review and submit any outstanding Literacy and Understanding Music exercises by Sunday 16th August.

Have a safe and restful summer holiday 😊

Roadmap to August 2020



Music BGE S2 into 3

The final term of session 2019-20 has looked very different this year. The Music Department would like to thank you for all of your efforts as we have worked our way through these difficult times.

The following roadmap is a summary of the S1 into S2 topics which have been delivered so far through a combination of ShowMyHome-work and Microsoft Teams.

Week 1

Music Literacy/Solo Performance

Summary

- The Staff
- Treble Clef
- Lines and Spaces
- Note names
- Solo Performance

Week 2

Music Literacy/Solo Performance

Summary

- Note Values
- Naming Notes (Keyboard)
- Solo Performance

Understanding Music

Summary

- Peter and the Wolf

Week 4

Music Literacy/Solo Performance

Summary

- Bar Lines
- Time Signatures
- Kahoot Quiz
- Solo Performance

Week 3

Week 5

Solo Performance

Summary

- Instrumental Information Questionnaire
- Solo Performance—organisation of music

Week 6

Muscore/Solo Performance

Summary

- Muscore Download Tutorial
- Muscore Task
- Solo Performance

Well Done!

August 2020



Muscore/Solo Performance

Week 7

Plan

- Understanding Music
- Composing Skills
- Performance

Summary

- Muscore Task
- Solo Performance

We have continued to work through the Music course to ensure we are in the best possible position to progress to the next stage of learning in August. As you will be aware, the skills developed in Music are built upon for each stage of the course which will support future learning. For this reason, it is important that each young person maintains and continues to develop their skills in preparation for resuming work in August.

To achieve this, please consider the following:

- Please review and submit any outstanding Literacy and Understanding Music exercises by Sunday 16th August.
- Continue to practice your Solo Performance instruments.

Have a safe and restful summer holiday 😊

Roadmap to August 2020

Music Technology BGE S3



The final term of session 2019-20 has looked very different this year. The Music Department would like to thank you for all of your efforts as we have worked our way through these difficult times.

The following roadmap is a summary of the BGE S3 Music Technology course which has been delivered so far through Microsoft Teams.

Week 1

Following S2 Course

Summary

- Class following S2 Music Curriculum
- Solo Performance

Week 2

Following S2 Course

Summary

- Completion of ICT provision questionnaire
 - Cubase LE access codes issued
 - Download and installation
 - Q & A Session
- Access Codes for Cubase Download issued on receipt

Creating a Dance Track

Summary

- Video Tutorials
Lockdown Learning 3 — Recording MIDI and Basic Editing
Lockdown Learning 4 — Drum Programming
- Create and record your Drum Track

Week 4

Cubase Tutorial

Summary

- Listening examples
- Video Tutorial -
Lockdown Learning 2—Creating Instruments and on-screen Keyboard
- Create your Dance Track Project File

Week 3

Week 5

Creating a Dance Track

Summary

- Video Tutorials
Lockdown Learning 5 — creating and Arrangement
- Create and record your Bass Line and Synth Chords

Week 6

Creating a Dance Track

Summary

- Create and record your Melody Line
- Video Tutorials
Lockdown Learning 6 — The Mixer
- Begin mixing your track

Well Done!

August 2020



Creating a Dance Track

Week 7

Plan

- Cubase and ProTools set-up
- Microphones
- Styles and Genres

Summary

- Video Tutorials
Lockdown Learning 7 — The Mixdown
- Bounce down your track to a wave file
- Submit your work

We have continued to work through the Music Technology course to ensure we are in the best possible position to progress to the next stage of learning in August. As you will be aware, the skills developed in Music Technology are built upon for each stage of the course which will support future learning. For this reason, it is important that each young person maintains and continues to develop their skills in preparation for resuming work in August.

To achieve this, please consider the following:

- Please review all PowerPoint presentations and video tutorials available on Teams.
- Submit any outstanding work by Sunday 16th August.

Have a safe and restful summer holiday 😊

Roadmap to August 2020

Music National 5



The final term of session 2019-20 has looked very different this year. The Music Department would like to thank you for all of your efforts as we have worked our way through these difficult times.

The following roadmap is a summary of the National 5 course which has been delivered so far through Microsoft Teams.

Week 1

Questionnaire/Solo Performance

Summary

- Instrumental Information Questionnaire
- Course Requirements
- Solo Performance—organisation of music

Week 2

Solo Performance

Summary

- Solo Performance
- Music issued
- Q and A sessions

Solo Performance

Summary

- Solo Performance
- Music issued
- Q and A sessions

Week 4

Solo Performance

Summary

- Solo Performance
- Music issued
- Q and A sessions

Week 3

Week 5

Solo Performance

Summary

- Solo Performance
- Music issued
- Q and A sessions

Week 6

Solo Performance

Summary

- Solo Performance
- Music issued
- Q and A sessions

Well Done!

August 2020



Solo Performance

Week 7

Plan

- Understanding Music
- Composing Skills
- Performance

Summary

Solo Performance

- Submission of Solo Performance Pieces

We have continued to work through the Music course to ensure we are in the best possible position to progress to the next stage of learning in August. As you will be aware, the skills developed in Music are built upon for each stage of the course which will support future learning. For this reason, it is important that each young person maintains and continues to develop their skills in preparation for resuming work in August.

To achieve this, please consider the following:

- Please continue to practice the instruments you have at home and the music you have been issued.

Advanced Warning!

- You will be asked to submit a recording of sections of your pieces in August.

Have a safe and restful summer holiday 😊

Roadmap to August 2020

Music Technology - National 5



The final term of session 2019-20 has looked very different this year. The Music Department would like to thank you for all of your efforts as we have worked our way through these difficult times.

The following roadmap is a summary of the National 5 Music Technology courses which have been delivered so far through Microsoft

Week 1

ICT Provision

Summary

- Completion of ICT provision questionnaire
- Course Outline
- Assignment Brief Outline
- Q & A Session

Access Codes for Cubase Download issued on receipt

Week 2

Software

Summary

- Cubase LE access codes issued
- Download and installation
- Q & A Session

SQA Assignment

Summary

- Planning Part 1 — Audio book—Table
- Q & A Session

Please make recommended changes and submit your Plan

Week 4

Microphones/SQA Assignment

Summary

- Revision of Microphones
Types/Polar Patterns
Mic Techniques/Common faults
- SQA Assignment
Audiobook Research Task

Week 3

Week 5

SQA Assignment

Summary

- Planning Part 2 — Description and signal flow path diagram
- Q & A Session

Please make recommended changes and submit your Plan

Week 6

SQA Assignment

Summary

- Assignment 2 choice/title submission
- Completion of any outstanding coursework
- Extension Task — Creating a dance Track

Please make recommended changes and submit your Plan

Well Done!

August 2020

Plan

- Revision of ProTools set-up
- Styles and Genres
- Recording Assignment 1



Catch-up week

Week 7

Summary

- Completion of any outstanding coursework
- Extension Task—Creating a dance Track

We have continued to work through the Music Technology course to ensure we are in the best possible position to progress to the next stage of learning in August. As you will be aware, the skills developed in Music Technology are built upon for each stage of the course which will support future learning. For this reason, it is important that each young person maintains and continues to develop their skills in preparation for resuming work in August.

To achieve this, please consider the following:

- Please review all PowerPoint presentations and video tutorials available on Teams.
- Submit any outstanding work by Sunday 16th August.

Have a safe and restful summer holiday 😊

Roadmap to August 2020



Music Higher

The final term of session 2019-20 has looked very different this year. The Music Department would like to thank you for all of your efforts as we have worked our way through these difficult times.

The following roadmap is a summary of the Higher course which has been delivered so far through Microsoft Teams.

Week 1

Questionnaire/Solo Performance

Summary

- Instrumental Information Questionnaire
- Course Requirements
- Solo Performance—organisation of music

Week 2

Solo Performance

Summary

- Solo Performance
- Music issued
- Q and A sessions

Solo Performance

Summary

- Solo Performance
- Music issued
- Q and A sessions

Week 4

Solo Performance

Summary

- Solo Performance
- Music issued
- Q and A sessions

Week 3

Week 5

Solo Performance

Summary

- Solo Performance
- Music and Backing Tracks issued
- Q and A sessions

Week 6

Solo Performance

Summary

- Solo Performance
- Music and Backing Tracks issued
- Q and A sessions

Well Done!

August 2020



Solo Performance

Week 7

Plan

- Composing Skills
- Understanding Music
- Performance

Summary

- Solo Performance
- Submission of Solo Performance Pieces

We have continued to work through the Music course to ensure we are in the best possible position to progress to the next stage of learning in August. As you will be aware, the skills developed in Music are built upon for each stage of the course which will support future learning. For this reason, it is important that each young person maintains and continues to develop their skills in preparation for resuming work in August.

To achieve this, please consider the following:

- Please continue to practice the instruments you have at home and the music you have been issued.

Advanced Warning!

- You will be asked to submit a recording of sections of your pieces in August.

Have a safe and restful summer holiday 😊

Roadmap to August 2020



Music Technology - Higher

The final term of session 2019-20 has looked very different this year. The Music Department would like to thank you for all of your efforts as we have worked our way through these difficult times.

The following roadmap is a summary of the Higher Music Technology courses which have been delivered so far through Microsoft Teams.

Week 1

ICT Provision

Summary

- Completion of ICT provision questionnaire
- Course Outline
- Assignment Brief Outline
- Q & A Session

Access Codes for Cubase Download issued on receipt

Week 2

Software

Summary

- Cubase LE access codes issued
- Download and installation
- Q & A Session

SQA Assignment

Summary

- Planning— Radio Show
- Q & A Session

Please make recommended changes and submit your Radio Show Plan

Week 4

Microphones/SQA Assignment

Summary

- Revision of Microphones
Types/Polar Patterns
Mic Techniques/Common faults
- SQA Assignment
Research Task

Week 3

Week 5

SQA Assignment

Summary

- Planning— Multi-track Recording (Instrumental)
- Q & A Session

Please make recommended changes and submit your Multi-track Plan

Week 6

SQA Assignment

Summary

- Planning— Electronic Multi-track

Please make recommended changes and submit your EDM Multi-track Plan

Well Done!

August 2020



Catch-up Week

Week 7

Plan

- Revision of ProTools set-up
- Stereo Microphone techniques
- Recording your Assignment
- Styles and Genres

Summary

- Completion of any outstanding coursework

Please submit your work

We have continued to work through the Music course to ensure we are in the best possible position to progress to the next stage of learning in August. As you will be aware, the skills developed in Music are built upon for each stage of the course which will support future learning. For this reason, it is important that each young person maintains and continues to develop their skills in preparation for resuming work in August.

To achieve this, please consider the following:

- Please review course materials and PowerPoint presentations available on Teams.
- Please submit any outstanding work by Sunday 16th August.

Have a safe and restful summer holiday 😊

Roadmap to August 2020



Music Advanced Higher

The final term of session 2019-20 has looked very different this year. The Music Department would like to thank you for all of your efforts as we have worked our way through these difficult times.

The following roadmap is a summary of the Advanced Higher course which has been delivered so far through Microsoft Teams.

Week 1

Questionnaire/Solo Performance

Summary

- Instrumental Information Questionnaire
- Course Requirements
- Solo Performance—organisation of music

Week 2

Solo Performance

Summary

- Solo Performance
- Music issued
- Q and A sessions

Solo Performance

Summary

- Solo Performance
- Music issued
- Q and A sessions

Week 4

Solo Performance

Summary

- Solo Performance
- Music issued
- Q and A sessions

Week 3

Week 5

Solo Performance

Summary

- Solo Performance
- Music and Backing Tracks issued
- Q and A sessions

Week 6

Solo Performance

Summary

- Solo Performance
- Backing Tracks issued
- Q and A sessions

Well Done!

August 2020



Solo Performance

Week 7

Plan

- Composing Skills
- Understanding Music
- Performance

Summary

- Solo Performance
- Submission of Solo Performance Pieces

We have continued to work through the Music course to ensure we are in the best possible position to progress to the next stage of learning in August. As you will be aware, the skills developed in Music are built upon for each stage of the course which will support future learning. For this reason, it is important that each young person maintains and continues to develop their skills in preparation for resuming work in August.

To achieve this, please consider the following:

- Please continue to practice the instruments you have at home and the music you have been issued.

Advanced Warning!

- You will be asked to submit a recording of sections of your pieces in August.

Have a safe and restful summer holiday 😊

Roadmap to August 2020

Music - Music for Wellbeing NPA



The final term of session 2019-20 has looked very different this year. The Music Department would like to thank you for all of your efforts as we have worked our way through these difficult times.

The following roadmap is a summary of the Music for Wellbeing topics which have been delivered so far Microsoft Teams.

Week 1

Course Overview

Summary

- Course Overview
- Q and A session

Week 2

The Mozart Effect

Summary

- Plan the experiment
- Q and A session

The Mozart Effect

Summary

- Create and conduct your experiment
- Q and A session

Week 4

The Mozart Effect

Summary

- Create and conduct your experiment
- Q and A session

Week 3

Week 5

The Mozart Effect

Summary

- Write up and submit findings
- Q and A session

Week 6

Questionnaire

Summary

- Information gathering
- Q and A session

Well Done!

August 2020

Plan

- Wellbeing and Behaviour



Summary

- Course review
- Q and A session

Catch-up week

Week 7

We have continued to work through the Music course to ensure we are in the best possible position to progress to the next stage of learning in August. As you will be aware, the skills developed in Music are built upon for each stage of the course which will support future learning. For this reason, it is important that each young person maintains and continues to develop their skills in preparation for resuming work in August.

To achieve this, please consider the following:

- Please review and submit any outstanding work by Sunday 16th August.

Have a safe and restful summer holiday 😊

Roadmap to August 2020

Music — Music Performing NPA



The final term of session 2019-20 has looked very different this year. The Music Department would like to thank you for all of your efforts as we have worked our way through these difficult times.

The following roadmap is a summary of the Performance NPA course which has been delivered so far through Microsoft Teams.

Week 1

Questionnaire/Solo Performance

Summary

- Instrumental Information Questionnaire
- Course Requirements
- Solo Performance—organisation of music

Week 2

Solo Performance

Summary

- Solo Performance
- Music issued if required
- Q and A sessions

Solo Performance

Summary

- Solo Performance
- Music issued if required
- Q and A sessions

Week 4

Solo Performance

Summary

- Solo Performance
- Music issued if required
- Q and A sessions

Week 3

Week 5

Solo Performance

Summary

- Solo Performance
- Music issued if required
- Q and A sessions

Week 6

Solo Performance

Summary

- Solo Performance
- Music issued if required
- Q and A sessions

Well Done!

August 2020



Solo Performance

Week 7

Plan

- Performance
- Organising a performance

Summary

- Solo Performance
- Submission of Solo Performance Pieces

We have continued to work through the Music course to ensure we are in the best possible position to progress to the next stage of learning in August. As you will be aware, the skills developed in Music are built upon for each stage of the course which will support future learning. For this reason, it is important that each young person maintains and continues to develop their skills in preparation for resuming work in August.

To achieve this, please consider the following:

- Please continue to practice the instruments you have at home and the music you have been issued.

Advanced Warning!

- You will be asked to submit a recording of sections of your pieces in August.

Have a safe and restful summer holiday 😊

Roadmap to August 2020

Subject: Core Physical Education



Introduction: During the months of school closure, you would normally be learning through an Athletics, Softball and Tennis block. As this would not be possible to do so, we decided that exercise, personal qualities and wellbeing would be our focus. This would allow us to lead you in activities that everyone could do from home, and also provide you with choice, making your learning relevant and hopefully enjoyable. We hope that by taking part in this and completing the online learning journals, this has allowed you to reflect on how physical activity can benefit your mental wellbeing and also develop certain personal qualities such as Motivation, Resilience and Creativity.

Week 1

Introduction to the Daily Challenge and the Wellbeing Diary. Each pupil was challenged to take part in at least two sessions of physical activity. This was either from the list of ideas provided or they could be created from the pupils own ideas. They were then to complete the wellbeing diary and reflect upon how their exercise improved their mood.

Week 2

Daily Challenge Progression: Each pupil was challenged to take part in at least two sessions of physical activity but in this week, to adapt their sessions, dependant on their experience of the previous week. They were then to complete the wellbeing diary and reflect upon how their exercise improved their mood.

Week 4

New Summer Term Project Testing: Pupils were introduced to "the cycle of improvement" via video lesson. This set the learning for their project. A simple online platform (or paper if required) was provided that led each pupil through a development programme. Pupils were asked to watch the video and explore the platform to choose from either Stamina, Muscular Endurance, Flexibility, Dance Endurance, Juggling and Freestyling. They would then engage in week 1 of the testing and record their results on paper or in the online training diary.

Week 3

Summary of Daily Challenge: Each pupil was challenged to take part in at least two or three sessions of physical activity but in this week, to adapt their sessions, dependant on their experience of the previous week. Pupils were asked to consider overloading their training and reflecting on how this impacted their session and mood in the diary.

Week 5

Summer Term Project: Pupils would begin week two of their chosen area. Each area increased in challenge, pupils were asked to adapt if necessary to allow for specificity. The training diary asked pupils to reflect and consider skills for work, life and learning that are challenged and developed through their project.

Week 6

Continuation of the Summer Term Project and.....
The East Dunbartonshire 1k/3k/5k. Every pupil was challenged to take part in a distance run of their choice and enter it into a participation challenge.

Well
Done!

August 2020



Week 7

Summary: Pupils can continue with their Summer Term Project. Either to complete it, or they could start a new project. The diary will be available online for them to enter their session evaluations.

- *Continuation of the Summer Term Project and.....
- *The East Dunbartonshire 1k/3k/5k. Every pupil was challenged to take part in a distance run of their choice and enter it into a participation challenge.
- *Reflective Journal: Pupils are asked to consolidate their learning of the past 7 weeks in the journal provided. This has a particular focus on how the skills developed would impact on performance, learning, life and work

Forward planning: We hope that when pupils have engaged in their physical education tasks that they have found that it has brought a positive part to their day during this challenging time. Pupils should continue to take on new fitness or skills challenges throughout the summer not only to prepare them for return in August but for their continued wellbeing. They can use the Summer Term Project to do so. It will be available for them all summer on teams and please feel free to share any progress or good news with us on twitter @bearsdenpe. We cannot wait to have you back and see you all. Please take care of yourselves and your nearest and dearest.

Have a safe and restful summer holiday 😊

Roadmap to August 2020



PE: National 5

Introduction

As we reach the end of what has been a unique term for students, parents/carers and staff, we would like to take this opportunity to thank you for all of your efforts throughout this term.

While working online through Microsoft Teams, we have worked through our summer term project, learned about the cycle of analysis and factors that impact on our performance.

Week 1

Start of summer term project.

- Select development training programme
- Complete initial testing
- Week 1 training tasks
- Complete training diary after each session

Week 2

Introduction to National 5 PE online lesson.

- Introduction to National 5 course structure
 - Command words
- Summer project week 2
- Week 2 training tasks
 - Training diary after each session.

Week 3

Summer Project week 3

- Week 3 Training Tasks
- Training diary after each session

Week 4

Cycle of analysis online lesson

- Investigating, analysing, developing and evaluating
- Summer project week 4
- Retesting and comparing to previous scores.
 - Week 4 training tasks
 - Complete training diary

Week 5

Summer Project week 5

- Week 5 Training Tasks
- Training diary after each session

Week 6

Describe and explain questions online lesson

- Answer structures
 - Explaining how factors impact on performance
- Summer project week 6
- Week 6 training tasks
 - Complete training diary

Well Done!

August 2020



Week 7

Factors that impact on performance

Investigating your performance.

Planning a personal development programme.

Summer project reflection

- Complete final testing and comparing results
- Reflection questionnaire

Emotional Factors and the impact on performance development online lesson.

Forward planning

Have a safe and restful summer holiday 😊

Roadmap to August 2020

Physical Education Higher



Teams Code/Link: 4939vdo

Introduction

As we reach the end of what has been a unique term for students, parents/carers and staff, we would like to thank everyone for their patience, understanding and commitment to the online learning process leading to the end of the term. Hopefully there has been a good introduction to the courses to prepare us up for when things start back in August. While working online through Microsoft Teams, we have posted weekly tasks which have included PowerPoint lessons, practical challenges, video lessons and quizzes.

Week 1

Task 1 - An introduction to Higher PE – Factors Impacting Performance

Task 2 - An introduction to The Cycle of Analysis

Pupils should complete Week 1 of Summer term challenge

Week 2

Task 1 - An introduction to the Theory

Task 2 - Cycle of analysis quiz

Pupils should complete Week 2 of Summer term challenge

Week 4

Task 1 – Emotional Factors Impacting on Performance

Pupils should complete Week 4 of Summer Term Challenge

Week 3

Task 1 – Cycle of Analysis PowerPoint

Pupils should complete Week 3 of Summer term Challenge

Week 5

Task 1 – Mental Factors Impacting on Performance

Pupils should complete Week 5 of Summer Term Challenge

Week 6

Task 1 – Physical Factors Impacting on Performance

Pupils should complete Week 6 of Summer Term Challenge

August 2020

In August we will go on to look at our chosen Factors and will begin taking them through the cycle of analysis which will include completing our own data gathering, training programme, monitoring our training as we go and then Evaluating once we complete.



Week 7

Task 1 – Social Factors Impacting on Performance

Pupils should complete Reflective Task for Summer Term Challenge

Forward planning

The foundation of knowledge that we have built on through our Summer Term Challenge will prepare us for the similar process we will go through in August. We will continue to build upon the Cycle of Analysis for the four factors alongside practical experience of a training programme. If there are any outstanding submissions of work from the road map that pupils wish to complete then please keep the submissions coming in and they can be looked at before pupils return in August.

From August onwards pupils will also focus on practical development in preparation for their practical assessment in two activities. At this stage pupils could start to consider which activities they might select for assessment.

Have a safe and restful summer holiday 😊

Roadmap to August 2020

Sports Leadership Level 6



Teams Code sqw3j11

Introduction

As we reach the end of what has been a unique term for students, parents/carers and staff, we would like to thank everyone for their patience, understanding and commitment to the online learning process leading to the end of the term. Hopefully there has been a good introduction to the courses to prepare us up for when things start back in August. While working online through Microsoft Teams, we have posted weekly tasks which have included PowerPoint lessons and quizzes.

Task 1

Course overview - outline of course and reasons for selecting it.

Task 2

Leadership skills - examples of leaders and the skills they have.

Task 4

Communication skills - understanding verbal and non-verbal communication.

Task 3

Leadership skills 2 - extension task of skills and their benefits. Reflection on personal strengths/ areas for development.

Task 5

Leadership in Action - as a Coach - reflecting on all the skills required to be an effective coach and leader, and their own abilities at present.

Well Done!

August 2020



We will begin to work on team building activities which will help to develop the confidence required to lead small groups for sporting activity.

Forward planning

We have introduced some of the ideas of effective leadership and what it takes to be a good leader. We will continue to build upon this alongside effective leadership styles in a working environment. We are working closely with Sports Leadership UK on any changes in leadership hours that may be required due to the current circumstances. In the meantime, pupils could continue to research leadership styles by watching sports documentaries on youtube or films such as 'Any Given Sunday', 'Friday Night Lights', 'Remember the Titans', etc.

Have a safe and restful summer holiday 😊

Roadmap to August 2020

Dance Higher



Teams Code/Link: 1p67sxz

Ordinarily, pupils will have used this time to attempt practical exercises which give them an insight into what is expected of them in Higher Dance. Because this hasn't been possible, this time has been used to dip into the different areas of Dance Appreciation and Choreography to get a sense of pupils' dance experience and prior knowledge & understanding.

Week
1

Introduction to Course

Course overview to outline the three different components—question paper, choreography/choreographic review & performance.

Week
2

Comparison of Dance Styles

Video analysis of two contrasting dance styles (Jazz & Contemporary) including an introduction to the difference between 'skills' and 'characteristics'.

The History of Jazz

Short quiz to gauge prior knowledge of Jazz & its' origins & developments.

Week
4

Evaluation of Choreography

Video analysis of 'water' choreography. Introduction of some of the choreographic principles—movement, relationships, canon, spatial elements, music/sound & costume.

Week
3

Week
5

Choreography Ideas

Creative task which asked pupils to select an emotion and consider how they could convey it to an audience in terms of movement, spatial elements, costume, sound and props.

Week
6

Principles of Safe Dance Practice

Task to discover pupils prior knowledge in relation to warm up, cool down, attire and environment and their importance when training.

Well
Done!

August 2020

More detail about Contemporary & Jazz styles, their characteristics and skills. Practical development of all technical skills. Practical development of choreographic principles and how they can be used.



Pupil Questionnaire

Questionnaire to gauge pupils' perceptions of the course and to discover areas they are feeling confident or worried about.

Week
7

The knowledge, understanding and ideas on display during this time has highlighted the strong foundation the pupils have in relation to their dance experience. We will continue to build on this in August alongside practical development of Contemporary & Jazz technique as well as choreographic principles.

To prepare further for this pupils could observe and/or attempt the following sessions:

Contemporary Technique <https://www.youtube.com/watch?v=2zNFdOkI80>

Contemporary Dance <https://www.youtube.com/watch?v=Ka6EJtQEIVk>

Jazz Technique <https://www.youtube.com/watch?v=GDHWUqMQpgM&t=578s>

Jazz Dance <https://www.youtube.com/watch?v=rB1Z3HTnkGQ>

Have a safe and restful summer holiday 😊

Roadmap to August 2020

Referee Development Award SCQF Level 7

Introduction

As we reach the end of what has been a unique term for students, parents/carers and staff, we would like to thank everyone for their patience, understanding and commitment to the online learning process leading to the end of the term. Hopefully there has been a flavour of what to expect in the course when things start back in August.

While working online through Microsoft Teams, we have posted weekly tasks which have included quizzes, podcasts, video analysis and fitness related material which will all be relevant in the course in the future.

1 Introductory Quiz/Questionnaire

A first attempt at a difficult multiple-choice quiz based on the laws of the game

A questionnaire set relating to expectations on the course.

2 Knowledge of the Course/Advanced Quiz

Questions based around the course to see what pupils know about what lies ahead.

A second 'difficult' quiz based around the laws of the game.

Fitness Week

Task 1: Produce a detailed description of a fitness activity achieved that week from a selection of CRE, Muscular Endurance, flexibility, speed or strength.
Task 2: Detail a food diary from Monday to Friday including all food and drink consumed.

4 Video Analysis Part 1 - Challenges

A series of 6 video clips with questions about the nature of challenges and whether it merited no card, a yellow card or a red card. This was followed up by an optional video call to go through the answers with discussion.

3

5 Video Analysis Part 2 – Teamwork

Similar to the previous analysis, 7 clips this time with students to make the correct decision based on their observation.

Another optional video call took place at the end of the week to go through answers.

6 Podcast – Si Ferry meets Bobby Madden

Students were to watch or listen to the podcast of Si Ferry meeting Bobby Madden and answer 4 questions based on what they learned. There was also links put up to watch similar podcasts of Kris Boyd and Robert Snodgrass interviewing William Collum.

Well Done!

August 2020

On return in August the class will start to learn Laws 1 – 17 in detail with weekly tests set on their knowledge of the course. There will also be fitness tests/training and practical guidelines as a referee and as an assistant referee.

Pre-season Training/Nutrition

Documentation was issued in the files section of Teams providing pre-season fitness programme options/injury prevention materials and nutritional advice for top athletes which students can work toward during the summer.

7

We have tried to give an initial flavour about some of the content that will be covered in the course and in August, the learning will begin. The Scottish Referee department are currently working closely with the SQA on any changes that may be required due to the current circumstances.

If there are any outstanding submissions of work from the road-map above then please keep the submissions coming in. They will continue to be marked throughout the summer holidays.

Have a safe and restful summer holiday



The start of the S3 BGE Physics course has been focussed on developing the numeracy skills that learners will require over the coming year.

All pupils taking Physics in S3 should, by now, have joined the S3 Physics class on Microsoft Teams, where an assignment has been set covering a range of numeracy skills. For each skill, learners have been directed to view a Sway presentation and complete a Microsoft Forms Quiz. Once complete, each pupil has been provided with feedback on their progress in these skills.

The skills covered are:

Skill
1

Significant Figures

Almost all numbers in Physics are a measurement of some quantity or another, and as such can only be expressed to a certain degree of precision. In order to do so, it is important to understand the concept of significant figures.

Learners should be able to determine the number of significant figures in any given measurement.

Skill
2

Rounding

When combining together quantities in Physics (e.g. when calculating averages or when using equations), the final value obtained often has more significant figures than the data it was based on. In such situations it is necessary to round the final value, so it is not claiming to have any more precision than the data it was based on.

Learners should be able to round any given value to an appropriate number of significant figures.

Scientific Notation

Quantities in Physics can often be very large or very small. It is therefore useful to be able to express these numbers in a way that is easy to read and understand.

Learners should be able to express both large and small numbers using scientific notation.

Skill
4

Averages

Skill
3

In order to improve the reliability of measurements during practical activities it is good practice to repeat measurements and calculate an average value to use as the 'best estimate' of that measurement.

Learners should be able to calculate an average value from a number of individual measurements and express this value to an appropriate number of significant figures.

August 2020

Well
Done!

We are planning to commence coursework relating to the following topics

- Sound
- Waves

Forward planning

As you will be aware, Physics is a practical subject. Given the current situation, and the health and safety implication it has for practical activities, this has had a significant impact on the work we have been able to do. When we return to school in August we are keen to provide opportunities for learners to develop and apply skills of scientific inquiry. What we are able to do will depend greatly on the guidance in place at the time. We will therefore continue to review our approach to practical and experimental work on an ongoing basis.

The skills learners have developed in the past few weeks are the foundation for future learning. For this reason, it is imperative that each young person maintains and continues to develop these in preparation for resuming work in August. To achieve this, please consider the following:

- Review your progress to date and complete any outstanding coursework.
- Submit any outstanding assignments before Friday 31st July 2020.

Roadmap to August 2020

Physics National 5



Teams Code/Link: Oldynui

As we reach the end of the 2019-2020 session a lot has changed since the start of the session. However, the Physics department has been impressed as to how well you have adapted to the new way of working. The feedback that we have received has been very positive and has been invaluable in guiding us as to how we can make learning and teaching more accessible, enjoyable and effective.

In Physics, we have been mainly working from resources made available through Microsoft Teams and OneNote. Assignments have been set via Teams on a weekly or fortnightly basis and have been based on extended pieces of work.

The following is a summary of the work that has been undertaken so far in National 5 Physics.

Weeks
1 & 2

Course Introduction/Familiarisation

Course Introduction presentation (recorded PowerPoint)

Familiarisation with structure and content of:

- Teams
- OneNote
- Scholar

Microsoft Forms survey:

N5 Introduction Feedback

Week
3

Heat Transfer

Watch a selection of videos on heat transfer

Questions from Heat worksheets:

Activity 1 – Heat Transfer

Microsoft Forms Quiz:

Heat Transfer Quiz

Specific Heat Capacity Experiments

Specific Heat Capacity Experiments presentation (recorded PowerPoint)

Questions from Heat worksheets:

Activity 4 – Specific Heat Capacity of Water

Activity 5 – Specific Heat Capacity of Metals

Week
5

Specific Heat Capacity

Week
4

Heating Materials & Specific Heat Capacity presentation (recorded PowerPoint)

Questions from Heat worksheets:

Activity 2 – Heating Materials

Activity 3 – Specific Heat Capacity

Week
6

Cooling and States of Matter

Cooling and Change of State presentation (recorded PowerPoint)

Questions from Heat worksheets:

Activity 6 – Cooling

Activity 7 – States of Matter

Week
7

Consolidation

Consolidation of work to date

Microsoft Forms survey:

Digital Learning Feedback

Well
Done!

August 2020



We are planning to continue with the work in the Properties of Matter topic:

- Heat
- Gas Laws and Kinetic Model

Forward planning

As you will be aware, Physics is a practical subject. Given the current situation, and the health and safety implication it has for practical activities, this has had a significant impact on the work we have been able to do. While we can continue to progress through the course in a theoretical manner, we are keen to provide opportunities for learners to develop and apply skills of scientific inquiry. What we are able to do will depend greatly on the guidance in place at the time. We will therefore continue to review our approach to practical and experimental work on an ongoing basis.

The knowledge and skills learners have developed in recent months are the foundation for future learning. For this reason, it is imperative that each young person maintains and continues to develop these in preparation for resuming work in August. To achieve this, please consider the following:

- Review your progress from Weeks 1 – 7 and complete any outstanding coursework.
- Submit any outstanding assignments before Friday 31st July 2020.
- Strengthen your understanding of the work covered so far by making use of the revision materials on the websites:

[Scholar](#)

[BBC Bitesize](#)

Have a safe and restful summer holiday 😊

Roadmap to August 2020

Physics Higher



Teams Code/Link: [oru59eu](#)

As we reach the end of the 2019-2020 session a lot has changed since the start of the session. However, the Physics department has been impressed as to how well you have adapted to the new way of working. The feedback that we have received has been very positive and has been invaluable in guiding us as to how we can make learning and teaching more accessible, enjoyable and effective.

In Physics, we have been mainly working from resources made available through Microsoft Teams and OneNote. Assignments have been set via Teams on a weekly or fortnightly basis and have been based on extended pieces of work.

The following is a summary of the work that has been undertaken so far in Higher Physics.

Week
1

Course Introduction/Familiarisation

Course Introduction presentation (recorded PowerPoint)

[Map of Physics](#) (Youtube video)

Familiarisation with structure and content of:

- Teams
- OneNote
- Scholar

Week
2

Speed, Acceleration & Vectors Revision

Speed & Acceleration presentation (PowerPoint)

Vectors presentation (PowerPoint)

Our Dynamic Universe Problems sheets:

- ODU Problems 1 – Revision – Speed
- ODU Problems 2 – Revision – Acceleration
- ODU Problems 3 – Revision – Vectors

Graphs of Motion

Graphs of Motion presentation (recorded PowerPoint)

Our Dynamic Universe Problems sheets:

• ODU Problems 5 – Motion – Graphs

Microsoft Forms Quiz:

Graphs of Motion – Feedback and Quiz

Weeks
5 & 6

Equations of Motion

Equations of Motion presentation (recorded PowerPoint)

Our Dynamic Universe Problems sheets:

• ODU Problems 4 – Motion – Equations

Microsoft Forms Quiz:

Equations of Motion – Feedback and Quiz

Weeks
3 & 4

Week
7

Consolidation

Consolidation of work to date

Multiple choice past paper questions Microsoft Forms Quiz:

• H Physics - Motion - Equations and Graphs

Microsoft Forms survey:

Digital Learning Feedback



August 2020

Well
Done!

We are planning to continue with the work in the Our Dynamic Universe topic:

- Energy and Power
- Collisions, Explosions and Impulse
- Gravitation
- Special Relativity
- The Expanding Universe

Forward planning

As you will be aware, Physics is a practical subject. Given the current situation, and the health and safety implication it has for practical activities, this has had a significant impact on the work we have been able to do. While we can continue to progress through the course in a theoretical manner, we are keen to provide opportunities for learners to develop and apply skills of scientific inquiry. What we are able to do will depend greatly on the guidance in place at the time. We will therefore continue to review our approach to practical and experimental work on an ongoing basis.

The knowledge and skills learners have developed in recent months are the foundation for future learning. For this reason, it is imperative that each young person maintains and continues to develop these in preparation for resuming work in August. To achieve this, please consider the following:

- Review your progress from Weeks 1 – 7 and complete any outstanding coursework.
- Submit any outstanding assignments before Friday 31st July 2020.
- Strengthen your understanding of the work covered so far by making use of the revision materials on the websites:

[Scholar](#)

[BBC Bitesize](#)

Have a safe and restful summer holiday 😊

Roadmap to August 2020

Physics Advanced Higher



Teams Code/Link: b46m2d

As we reach the end of the 2019-2020 session a lot has changed since the start of the session. However, the Physics department has been impressed as to how well you have adapted to the new way of working. The feedback that we have received has been very positive and has been invaluable in guiding us as to how we can make learning and teaching more accessible, enjoyable and effective.

In Physics, we have been mainly working from resources made available through Microsoft Teams and OneNote. Assignments have been set via Teams on a weekly or fortnightly basis and have been based on extended pieces of work.

The following is a summary of the work that has been undertaken so far in Advanced Higher Physics.

Week 1

Course Introduction/Familiarisation

Course Introduction presentation (recorded PowerPoint)

[Map of Physics](#) (Youtube video)

Familiarisation with structure and content of:

- Teams
- OneNote
- Scholar

Week 2

Kinematic Relationships

Kinematics Relationships presentation (recorded PowerPoint)

Structured Problems 1-12

Past paper questions (to be uploaded into Teams):

- 2016 Q1 – car on a long straight track
- 2017 Q1 – athlete in 100 m race
- 2018 Q1 – clockwork toy car
- 2019 Q1 – spacecraft

Rotational Dynamics

Rotational Dynamics presentation (recorded PowerPoint)

Structured Problems 52-83

Past paper questions (to be uploaded into Teams):

- 2016 Q16 – moment of inertia of a sphere (skills question)
- 2017 Q3 – rotating disc
- 2018 Q3 – wheel balancing machine
- 2019 Q3 – gymnast

Weeks 5 & 6

Angular Motion

Angular Motion presentation (recorded PowerPoint)

Structured Problems 13-51

Past paper questions (to be uploaded into Teams):

- 2016 Q2 – conical pendulum (swingball)
- 2017 Q2 – vertical rotation (sphere) - parts (a) and (b) only
- 2018 Q2 – radio-controlled car
- 2019 Q2 – theme park ride

Weeks 3 & 4

Week 7

Consolidation

Consolidation of work to date

Open-ended past paper question:

- 2019 Q4 – bus on a bend



August 2020

Well Done!

We are planning to continue with the work in the Rotational Motion and Astrophysics topic:

- Gravitation
- General Relativity
- Stellar Physics

Forward planning

As you will be aware, Physics is a practical subject. Given the current situation, and the health and safety implication it has for practical activities, this has had a significant impact on the work we have been able to do. While we can continue to progress through the course in a theoretical manner, we are keen to provide opportunities for learners to develop and apply skills of scientific inquiry. What we are able to do will depend greatly on the guidance in place at the time. We will therefore continue to review our approach to practical and experimental work on an ongoing basis.

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[Scholar](#)

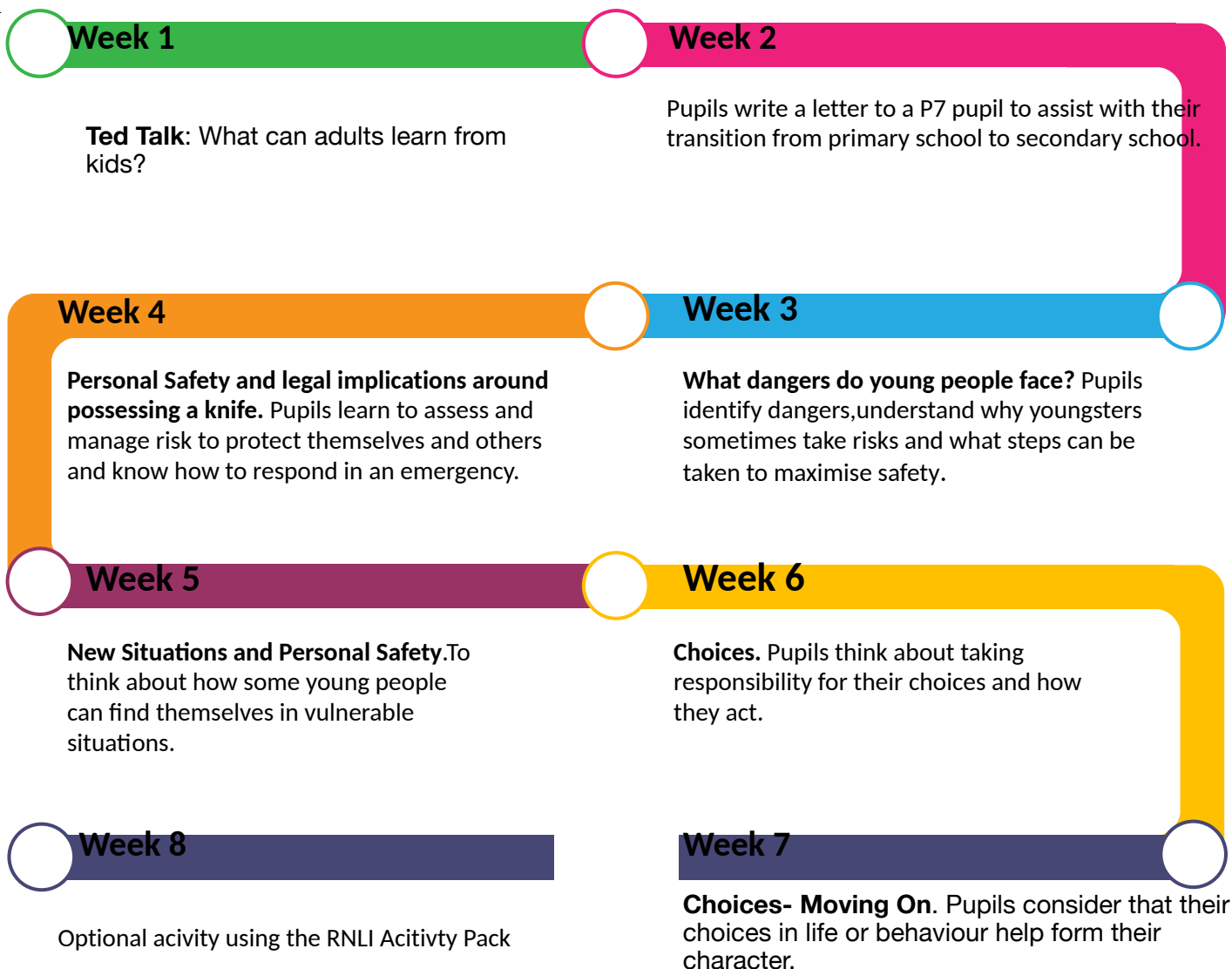
Have a safe and restful summer holiday 😊

Roadmap to August 2020

Level –S1 (new S2) PSE

Introduction: The main topic covered during May and June was called 'Watch Over Me'. This set of lessons is focused around a 5 part safety video for teenagers, commissioned by Milly's Fund to help pupils understand and deal with risks to personal safety in every day life.

Pupils also wrote letters to help P7 pupils with their transition to the Academy. These will be shared with the new S1 pupils in August.



Have a safe and restful summer holiday

Roadmap to August 2020

S2 Personal and Social Education



All work posted in 'Show My Homework'

Our aim this term was to provide a variety of topics and tasks in S2 Personal and Social Education. Pupils were made aware of information and issues related to Alcohol education, parenting skills and mindfulness. Pupils learned facts and were encouraged to explore their own attitudes through the tasks which were set.

Week 1

Alcohol Education

2nd lesson of 4 on Alcohol education.
The first lesson was posted the previous week and the topic was 'What do you know about Alcohol?'

This week the topic was 'Units and Guidelines'
Activities and worksheets tested knowledge and attitudes

Week 2

Alcohol Education

Lesson 3 'The Effects and consequences of Alcohol'
Activities and worksheets tested knowledge and attitudes

Parenting Skills

Lesson 1 on Parenting skills.
Pupils watched a documentary 'The Baby Borrowers' about a group of young couple's who were given the responsibility of looking after babies, toddlers and teenagers
Week 1 focused on the Carl and Kayleigh story
A worksheet tested knowledge and attitudes

Week 4

Alcohol Education

Lesson 4 'Alcohol Consequences and the Law'
Activities and worksheets tested knowledge and attitudes

Week 3

Week 5

Parenting Skills

Lesson 2 Relationships
Pupils watched the 2nd part of the documentary 'The Baby Borrowers'
Activities and worksheets tested knowledge and attitudes

Week 6

Parenting Skills

Lesson 3 Parenting
Pupils watched the final part of the documentary 'The Baby Borrowers'
Activities and worksheets tested knowledge and attitudes

Well Done!

August 2020

S2 have been able to continue with the PSE curriculum online.
In August we will begin the S3 PSE curriculum. It will have a range of topics including Study Skills, Drugs Awareness Education and Careers Education.



Mindfulness

Week 7 Pupils watched a 'Ted' talk on Mindfulness and reflected on it through the statements 'I wonder....., I loved the way....., I realised....., a question I have is.....'

Week 8 Pupils watched a 'Ted' talk 'What adults can learn from children and reflected on it through the statements 'I wonder....., I loved the way....., I realised....., a question I have is.....'

Week 7 & 8

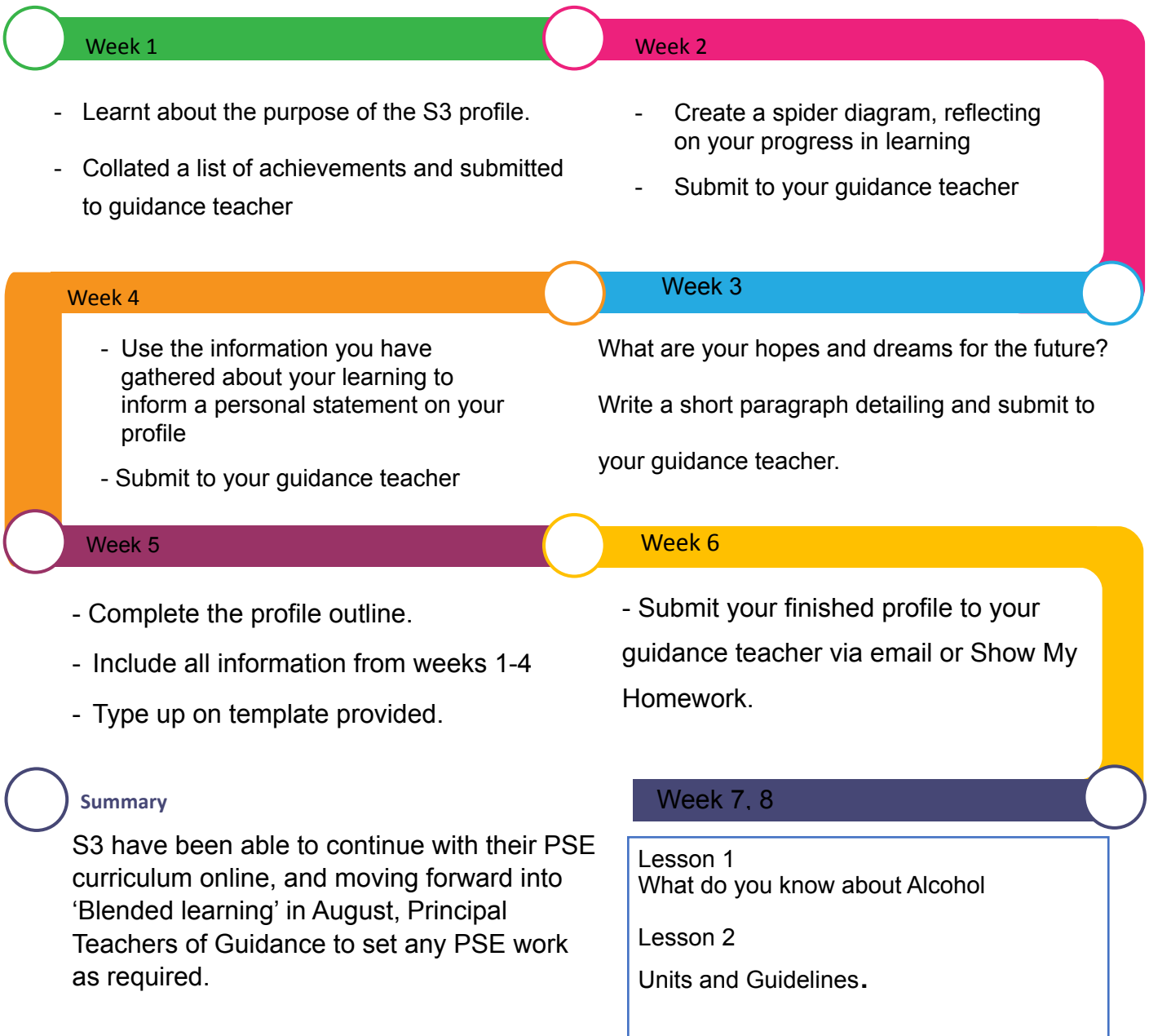
Have a safe and restful summer holiday 😊

Roadmap to August 2020

Level – S3 Personal Social Education

Introduction

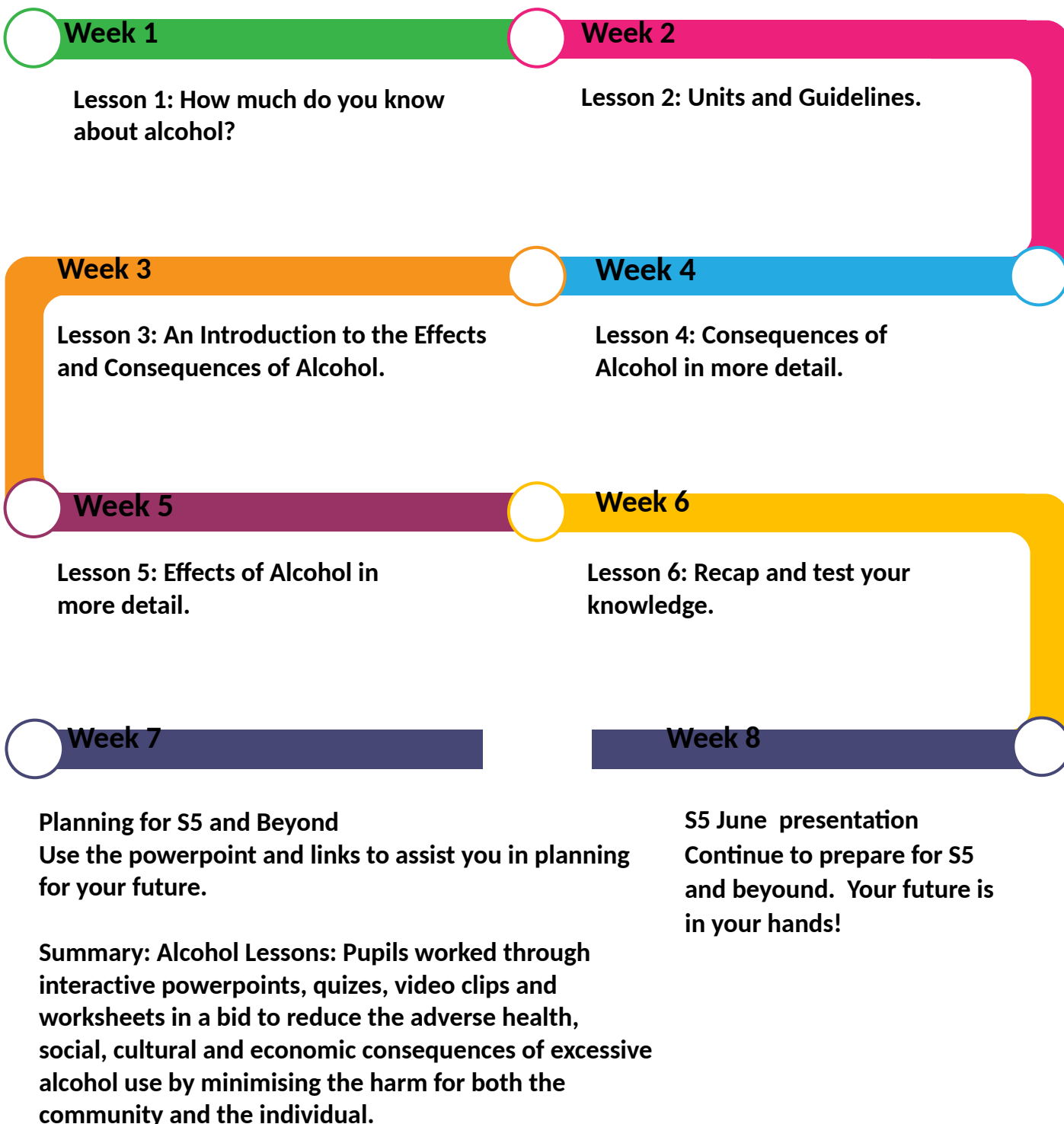
Our aim during this term was to complete the S3 Profile reflecting upon strengths, skills, learning and achievements and in doing so, generating information for use in the S3 Profile



Have a safe and restful summer holiday

Level – S4 Alcohol Unit and Planning for S5 and beyond

Introduction: The Alcohol unit of work was designed to equip our young people with no nonsense facts about alcohol, to encourage them to make better informed drinking choices as they get older. The lessons aim to encourage self reliance, confidence and self respect, making it easier for young people to resist peer pressure.



Have a safe and restful summer holiday

Roadmap to August 2020

PSE S5



Our Aim was to cover a range of PSE topics Primarily focusing on Financial education and future planning for S6 and beyond

Week 1

Money Matters

Apprenticeships, employment, university, student finances earnings and payslips

Week 2

Money Matters

Why we pay income tax,
Pensions,
Help for people on low incomes

Post School Planning

A five week programme exploring the next steps after school. Covering post school planning and exploring possible routes into college, University, or Employment. Planning for application processes and the creation of personal statements.

Task 1 Researching potential Careers

Week 4

Money Matters

Risk and reward:
Types of personal financial risk,
Attitudes to risk
Assessing risk
Investments

Week 3

Week 5

Post School planning 2-3

Exploring pathways to chosen career. Looking into college, university, apprenticeships and employment. Utilising myworldofwork.co.uk to assist.

Week 3. Thinking about where to live/work and study
Visiting Saas website for info and exploring options

Week 6

Post School Planning 4-5

Exploring colleges, universities and apprenticeships. Links provided to local colleges as well as [ucas](http://ucas.com) and apprenticeships.scot. Investigation on what FE establishments have to offer and how it connects to your pathway.
Week 5 Preparing to write a personal statement: looking at beyond academia

Well Done!

August 2020

Upon return we will be looking towards next steps, reinforcing the learning done through distance learning and begin the investigation to UCAS application as well as College and employment routes.



Evaluation

Week 7

End of term Evaluation of Lockdown resources. Asking pupils for feedback on effectiveness of resources used to date.

Forward planning

Have a safe and restful summer holiday 😊

Roadmap to August 2020

Psychology Higher



Code—z1ub3kz

As we reach the end of what has been a unique term for students, parents/carers and staff, the History/Psychology Department would like to take this opportunity to thank you for all of your efforts throughout this term. We have achieved a lot in forming a strong foundation which is ready to support our next steps in August. While working online through Microsoft Teams, we have posted weekly lessons which outline new course material. There have been tasks and quizzes to check understanding. The following roadmap is a summary of the Higher topics which have been delivered so far.

1

Introduction to Psychology

1. Course Outline
2. Introduction to Psychology Presentation
3. Psychology Myth or Fact Quiz
4. Famous Psychologist Research Task
5. Introduction to Psychology Quiz

2

Approaches in Psychology—Psychoanalytic

1. Psychoanalytic Approach Presentation and Tasks
2. Psychoanalytic Approach Quiz

Cognitive Approach

1. Cognitive Approach Presentation and Tasks
2. Cognitive Approach Quiz

4

Behaviourism Approach

1. Behaviourism Approach Presentation and Tasks
2. Behaviourism Approach Quiz

3

5

Biological Approach

1. Biological Approach Presentation and Tasks
2. Biological Approach Quiz

6

Sleep and Dreams Introduction

1. Introduction to Sleep and Dreams Presentation
2. Class Notebook Tasks
3. Introduction to Sleep Quiz
4. Tedtalk and questions

Well Done!

August 2020

We will continue working on the Sleep and Dreams topic.
We will start looking at Research Methods.



What is Sleep?

7

1. What is sleep? Presentation
2. How do we measure sleep? Presentation
3. Class Notebook Tasks

The work we have covered so far will be important for understanding the rest of the course. Please check through and complete any tasks that you have missed. The sleep and dreams tasks should be completed in your class OneNote. Well done on your hard work and to those who have completed all of the tasks!

Higher Psychology materials on all of the Higher topics are also available on Scholar.

Have a safe and restful summer holiday 😊

Roadmap to August 2020

Religious & Moral Education – S1

Introduction

In S1, our focus has been on religious beliefs, practices and ethics. Our online tasks have consisted of literature-based information and short informative video clips to support completion of a variety of tasks. These tasks were designed to be completed as an individual or as a family. Work in the RME department is always made with a focus on literacy, wellbeing and respect for both one's self and others in society.



Moral Dilemmas

We appreciated the positive feedback submitted by individuals and families. We enjoyed reading family responses to headache causing moral dilemmas such as; the trolley problem, the future of robot rights, colonisation of planets and the rights of uncontacted tribes. Estimated time required: 2 hours

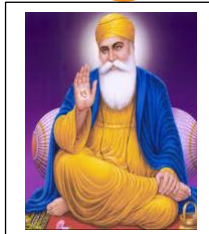


Research Project

We loved reading all your beautifully presented and detailed research projects on the lives, works and legacies of key religious figures and philosophers – ranging from Gandhi to Elizabeth Fry and Ayn Rand! Estimated time required: 3 hours

Guru Nanak

Here, the life and works of the founder of Sikhism were investigated. Through story, pupils learned about the challenges faced by minority groups and faiths in India in 16th Century India. Estimated time required: 2 hours



How Did Sikhism Begin?

In this unit, pupils were helped to engage with information about the origins of the Sikh religion, the early life of Guru Nanak and the power of the Mughal Empire. Estimated time required: 2 hours

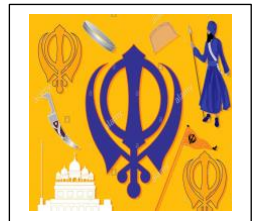


The 10 Gurus

Through a timeline, pupils investigated the lives and legacies of the 10 Gurus spanning 240 years. Contemporary practices such as the Langar (community kitchen) and Seva (serving others) were explained, e.g. Glasgow's Sikh community feeding those in poverty during the Covid crisis. Estimated time required: 2 hours

The Khalsa & the 5 Ks

Here, pupils learned about the sources behind modern practices in Sikhism such as the Amrit ceremony in joining the Khalsa and why Sikhs wear the clothing they do. 2 hours



August 2020

In August, pupils will engage with exciting and meaningful topics, where listening, debating, research and analysis skills will be further developed. Topics covered include:

- Purposes of punishment & capital the capital punishment debate
- Life After Death
- Judaism – Beliefs, Practices and Philosophy

Guru Granth Sahib



Here, pupil learned about the process through which the Guru Granth Sahib was compiled, how it is shown respect by Sikhs and modern practices related to the holy scriptures. 2 hours

The RME department look forward to seeing you in August!

Religious & Moral Education – S2

Introduction

In S2, our focus has been on religious beliefs and practices. Our online tasks have consisted of literature-based information and short informative video clips to support completion of a variety of tasks. These tasks were designed to be completed as an individual or as a family. Work in the RME department is always made with a focus on literacy, wellbeing and respect for both one's self and others in society.



Moral Dilemmas

We appreciated the positive feedback submitted by individuals and families. We enjoyed reading family responses to headache causing moral dilemmas such as; the trolley problem, the future of robot rights, colonisation of planets and the rights of uncontacted tribes. Estimated time required: 2hours



Introduction to Judaism

A brief introduction to the religion of Judaism. Pupils engaged in a mind-mapping activity – outlining any previous learning they have had on the faith.

1 hour

What do Jews believe about God?

Here, pupils engaged with key Hebrew and theological terms used by Jews to describe and explain God's nature. The Shema prayer was analysed and the practice of using Mezuzot was explained. Many made these at home too! 2+hours



Abraham and Moses

Pupils were helped to investigate the origins of the Jewish faith and Monotheism. Literature & video clips explaining the meaning behind the stories of Abraham, Isaac & Moses were employed. 2 hours



Branches of Judaism

Here, pupils learned about some of the main branches of Judaism, the languages used and challenges faced by these denominations in the 21st century. The beliefs and practices of branches such as Sephardic and Hasidic Jews were investigated as well as major historical events such as the mass evacuation of Beta Israel Jews from Ethiopia. 2+ hours.

Tanakh and the Talmud



Here, pupils learned about the main religious texts used in Judaism, how they are used in 21st century and how they are shown respect. 2 hours

Well Done!

August 2020

In August, pupils will engage with new and meaningful topics, where debating, analysis and evaluation skills will be further developed. Topics covered include:

- Medical Ethics – Abortion
- Minority Faiths E.g. Jehovah's Witnesses
- Hindu beliefs and practices or
- Buddhist beliefs and practices.

Kashrut Food Laws



Here, pupil learned about the sources behind the various dietary laws followed by many Jews today and why some Jews don't follow them as strictly as others.

Religious & Moral Education – S3

Introduction

In S3, our focus has been on religious beliefs and practices. Our online tasks have consisted of literature-based information and short informative video clips to support completion of a variety of tasks – each unit finished with a challenging evaluative task which required pupils to explore opposing beliefs and challenging practices. These tasks were designed to be completed individually. Work in the RME department is always made with a focus on literacy, wellbeing and respect for both one's self and others in society.



Moral Dilemmas

We appreciated the positive feedback submitted by individuals and families. We enjoyed reading family responses to headache causing moral dilemmas such as; the trolley problem, the future of robot rights, colonisation of planets and the rights of uncontacted tribes. Estimated time required: 2hours



How did Hinduism Begin?

A brief introduction to the religion of Hinduism. Pupils engaged with a significant amount of literature explaining the origins of the ancient religion of Hinduism.

2 hours

God and the Divine

Pupils learned about the main teachings in Hinduism surrounding the concept of God. Exploration of the argument that Hinduism is not polytheistic. This unit focussed on Brahman and the Trimurti. 2+hours



Beliefs and Concepts

Literature and short informative video clips were used to support investigative tasks into the main theological concepts in Hinduism such as the Atman, Varna and Dharma. 2 hours

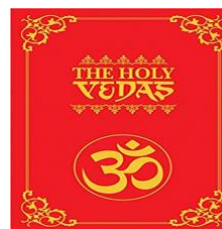


God and Goddesses



Here, pupils learned about many of the stories, beliefs and practices connected to a variety of avatars in Hindu theology. 2+ hours.

Hindu Scriptures



Here, pupils learned about the main religious texts (Vedas, Ramayana, Upanishads and Bhagavad Gita) used in Hinduism, how they were compiled and practices connected to them. 2 hours

Well Done!

August 2020

In August, pupils will engage with new and contemporary ethical topics where debating, analysis and evaluation skills will be further developed. We fully endeavour to deliver an internally assessed National 5 Unit (Religion and Conflict) which covers issues such as: the ethics of drone warfare, biological & chemical weapons, psychological & financial impact of war and Just War theories (religious and secular).

Depending on time-restraints and contact time with RE staff, pupils will also be given the opportunity to study modern issues such as religious radicalisation & extremism, modern slavery, and the current gender identity debate.

Puja - Worship



Here, pupils learned about the variety of practices and acts of worship. Video and literature were used to explore Puja at home and at the Mandir.

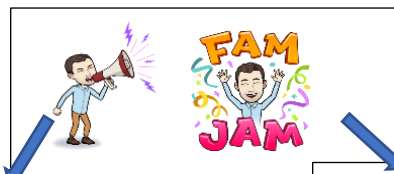


The RME department look forward to seeing you in August!

Roadmap to August 2020

Religious Moral and Philosophical Studies (RMPS) in S3

Our new S3 RMPS class has primarily focussed on Philosophy and Ethics during lockdown. This course and all materials delivered so far is on Teams – with narrated PowerPoints, Kahoot quizzes, PDFs and video clips all available for download. Lessons will be clearly labelled with indicators which allows pupils to know that the resources are narrated and that they may benefit from a family debate/discussion on a topic.



This icon means that your teacher has narrated the lesson for you to hear.

Although all tasks can be completed individually, tasks with this symbol might benefit from family discussion.

Introduction to S3 RMPS

Pupils were given a whistle-stop tour of what to expect from the course – with topics in Islam, Medical Ethics and Philosophy – it's a fun filled course with lots of big questions and debates.

Pupils were asked to complete a survey which allows us to determine how best to deliver the course.



Introduction to the Existence of God Debate

A brief introduction to the existence of God debate. In this unit, pupils explored why these big questions are so important in 2020. Philosophical teachings such as Pascal's wager and Agnosticism were explored. 2+ hours

Problem of Evil – Part 1

Pupils engaged with challenging literature and vocabulary connected to the characteristics of God in Western Philosophy. 2+hours

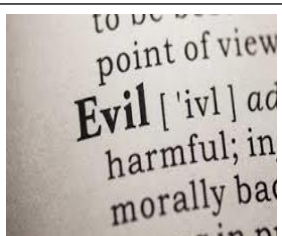


Arguments on God's Existence

Pupils engaged with introductory literature to arguments surrounding God's existence. E.g. the argument from beauty. Pupils were asked to complete a variety of tasks and a Kahoot quiz to consolidate learning. 2+ hours

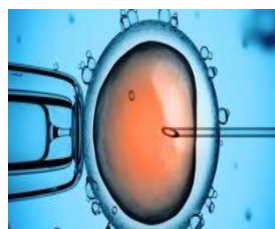


Problem of Evil – Part 2



Here, pupils investigated the different types of Evil described in Philosophical arguments and how these challenge God's existence. 2 hours

Medical Ethics – Introduction to Embryo Research



Here, pupils were introduced to Medical Ethics and the debate surrounding IVF and Embryo research. Dilemmas, quotes and video clips were used to enhance learning and engage. 2+hours.

Well Done!

August 2020

In August, pupils will be encouraged and supported to engage in depth with the full course. Throughout the course, your child will be fully supported to achieve their best. We will apply a variety of teaching and learning methods which will focus on developing skills for RMPS, literacy and wellbeing.

From August, equal amounts of time will be devoted to the three course areas; Islam, Medical Ethics and Philosophical Questions. There will also be the opportunity for pupils to undertake an investigation into a religious, moral or philosophical question of their choice.

Use of Teams & Class Notebook



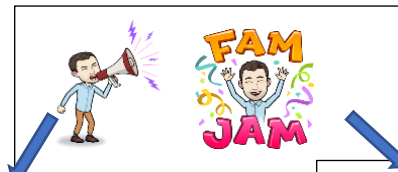
The RMPS department has been using, and will continue to use, Teams to support learning and teaching of the course. We encourage all pupils to record their work, notes and research on their class notebook in Teams – this will keep all work together and reduce the need for paper. If you have any issues using the Teams page, you should contact Mr McKeown.

The RME department look forward to seeing you in August!

Roadmap to August 2020

National 5 Religious Moral and Philosophical Studies (RMPS) in S4

Our new S4 RMPS class has primarily focussed on the Philosophy unit during lockdown. This course and all materials delivered so far is on Teams – with narrated PowerPoints, Kahoot quizzes, PDFs and video clips all available for download. Lessons will be clearly labelled with indicators which allows pupils to know that the resources are narrated and that they may benefit from a family debate/discussion on a topic.



This icon means that your teacher has narrated the lesson for you to hear.

Although all tasks can be completed individually, tasks with this symbol might benefit from family discussion.

Introduction to Nat 5 RMPS

Pupils were given a whistle-stop tour of what to expect from the course and were given the opportunity to vote for the topics they would like to study as a class at N5 level. The class voted for Judaism, Medical Ethics and Miracles – it's a fun filled course with lots of big questions and debates. Pupils were also surveyed to help the department know how best to support them.



Introduction to Miracles

This introductory lesson allowed pupils to engage in debate on the topic of miracles in 2020. Pupils were introduced to specific philosophical and theological terminology and were asked to evaluate the possibility of 2 reported cases of miracles in recent times. 2+ hours

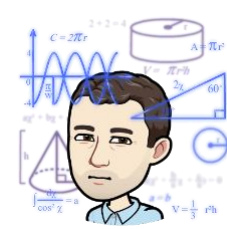
Miracles – Miracles in Scripture

Pupils explored terminology such as *literal* and *metaphorical interpretations of scripture* and how this would impact a reader's understanding of miracles in any holy text. Pupils then undertook research into a scriptural miracle of their choice and applied their evaluation skills. 2+ hours



Miracles – Laws of Nature

Pupils engaged with specific terminology on the fixed laws of nature. They were then able to explore the reasons many scientists reject the concept of divine intervention.



Assignment Introduction



Pupils were introduced to the Assignment – which is approx. 20% of the final grade. Pupils were asked to engage with the supplied reading materials and submit a proposal for their assignment to Mr McKeown for approval.

Assignment Support Pack



Pupils were issued with assignment support sheets, giving information on how to research, record and plan for their assignment. Continuous support will be given. First full drafts due in November.

Well Done!

August 2020

In August, pupils will be encouraged and supported to engage in depth with the full course. Throughout the course, your child will be fully supported to achieve their best. We will apply a variety of teaching and learning methods which will focus on developing skills for RMPS, literacy and in preparation for the final exam.

From August, equal amounts of time will be devoted to the three course areas; Judaism, Medical Ethics and Miracles.

The assignment is an independent task; however, pupils will be fully and appropriately supported in this.

Use of Teams & Class Notebook



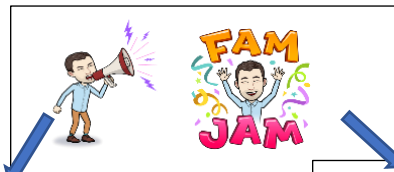
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The RME department look forward to seeing you in August!

Roadmap to August 2020

Higher Religious Moral and Philosophical Studies (RMPS) in S5/6

Our new S5/6 RMPS class has primarily focussed on the Justice unit during lockdown. This course and all materials delivered so far is on Teams – with narrated PowerPoints, Kahoot quizzes, PDFs and video clips all available for download. Lessons will be clearly labelled with indicators which allows pupils to know that the resources are narrated and that they may benefit from a family debate/discussion on a topic.



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Introduction to Higher RMPS

Pupils were given a whistle-stop tour of what to expect from the course in each Judaism, Justice and Origins unit – it's a demanding but fun filled course with lots of big questions and debates. Pupils were also surveyed to help the department know how best to support them.



This introductory lesson allowed pupils to engage in debate and discussion on the various causes of crime. Pupils were asked to respond to some challenging questions on environmental and psychological causes of crime. Podcasts and clips were employed to enhance learning. 2+ hours

Introduction to Justice – Causes of Crime P1

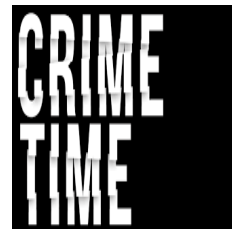
Justice – Psychological Causes of Crime

Pupils were taken through a live lesson on the various psychological causes of crime. Including some hard-hitting statistics surrounding ACEs and alcohol related crimes. All pupils who engaged in this live lesson gave very positive feedback. The materials are on Teams. 1 hour



Justice – Causes of Crime Part 2

Pupils engaged with specific terminology on the causes of crime. In depth literature was used alongside poetry and challenge questions. Pupils were asked to create scenarios where someone's life experience has led to crime.



Genetic Causes of Crime



Here, pupils were asked to engage with a significant amount of literature prepared for them. This outlined the recent studies and the resulting ethical debate surrounding violent criminals who have been found to carry a 'warrior gene'.

Assignment Support Pack



Pupils were introduced to the Assignment – which is approx. 30% of the final grade. Pupils were asked to engage with the supplied reading materials and submit a proposal for their assignment to Mr McKeown for approval. Pupil will be gradually issued assignment support sheets, for research, recording and planning. Continuous support will be given.

Well Done!

August 2020

In August, pupils will be encouraged and supported to engage in depth with the full course. Throughout the course, your child will be fully supported to achieve their best. We will apply a variety of teaching and learning methods which will focus on developing skills for RMPS, literacy and in preparation for the final exam.

From August, equal amounts of time will be devoted to the three course areas; Judaism, Justice and Origins.

The assignment is an independent task; however, pupils will be continuously and appropriately supported in this.

Use of Teams & Class Notebook



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The RME department look forward to seeing you in August!

Roadmap to August 2020

Advanced Higher Religious Moral and Philosophical Studies (RMPS) in S6

Our new Advanced Higher RMPS class has primarily focussed on the Philosophy of Religion unit during lockdown. This course and all materials delivered so far is on Teams – with narrated PowerPoints, PDFs and video clips all available for download. Lessons will be clearly labelled with indicators which allows pupils to know that the resources are narrated and that they may benefit from a family debate/discussion on a topic.

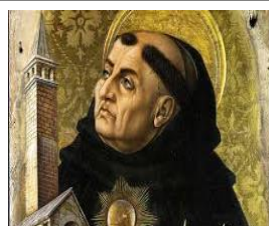


This icon means that your teacher has narrated the lesson for you to hear.

Although all tasks can be completed individually, tasks with this symbol might benefit from family discussion.

Introduction to Adv Higher RMPS

After voting for their topics, pupils were given a whistle-stop tour of what to expect from the course in each unit Philosophy of Religion and Religious Experience – it's a demanding but fun filled course with lots of big questions and debates. Pupils were also surveyed to help the department know how best to support them.



This introductory lesson allowed pupils to engage in debate and discussion classic argument provided by Thomas Aquinas. Pupils were asked to engage with literature and podcasts in order to understand the basic structure, purpose and impact of the argument. 2+ hours

Introduction to Aquinas' Cosmological Argument

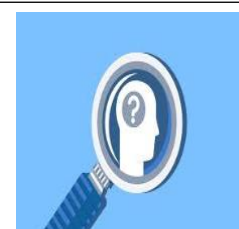
Evaluation of Aquinas' Argument

Pupils were asked to study a variety of information sheets and to watch 2 clips connected to the strengths and weaknesses of Aquinas' argument. An Evaluation task was set and it will require a debate to be undertaken on completion by all class members.



Analysis of Aquinas' Argument

Pupils engaged with specific philosophical terminology connected to the Cosmological Argument set by Aquinas. In depth literature and tasks were supplied for completion. Pupils were then able to participate in a live lesson to consolidate learning.



Leibniz' Principle of Sufficient Reason.



Here, pupils were issued with a booklet outlining the knowledge, analysis and evaluation of a second formulation of the cosmological argument. A set of tasks issued with it is to be completed for August. This is preparation for essay writing at Advanced Higher Level.

Dissertation Support



Pupils were introduced to the Dissertation – which is approx. 35% of the final grade. Pupils were asked to engage with the supplied reading materials and submit a proposal for their assignment to Mr McKeown for approval. Pupil will be gradually issued dissertation support sheets, for research, recording and planning. Continuous support will be given.

Well Done!

August 2020

In August, pupils will be encouraged and supported to engage in depth with the full course. Throughout the course, your child will be fully supported to achieve their best. We will apply a variety of teaching and learning methods which will focus on developing skills for RMPS, literacy and in preparation for the final exam.

Advanced Higher requires significant commitment and independent learning from each pupil, however class teachers will equal devote time to supporting our Adv Higher pupils.

The Dissertation is an independent task; however, pupils will be given regular appointments with their dissertation supervisors.

Use of Teams & Class Notebook



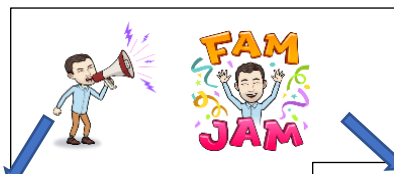
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The RME department look forward to seeing you in August!

Roadmap to August 2020

Higher Philosophy in S5/6

Our new Higher Philosophy class has primarily focussed on the Moral Philosophy and Arguments in Action units during lockdown. This course and all materials delivered so far is on Teams – with narrated PowerPoints, PDFs and video clips all available for download. Lessons will be clearly labelled with indicators which allows pupils to know that the resources are narrated and that they may benefit from a family debate/discussion on a topic.



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Although all tasks can be completed individually, tasks with this symbol might benefit from family discussion.

Introduction to Higher Philosophy

Pupils were given a whistle-stop tour of what to expect from the course in each unit Arguments in Action, Moral Philosophy and Knowledge & Doubt – it's a demanding but fun filled course with lots of big questions and debates. Pupils were also surveyed to help the department know how best to support them.



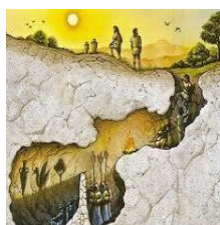
Introductory Tasks

This introductory lesson allowed pupils to engage in some challenging tasks to give them an understanding of what the Epistemology and Moral Philosophy course includes.

2+ hours

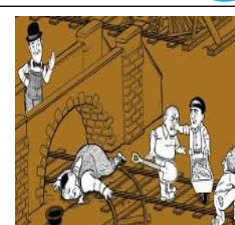
Plato's Allegory of the Cave

Pupils were expected to engage with a challenging and new concept connected to Epistemology. A variety of materials were used to support this lesson including podcasts, video clips and literature. This introduced pupils to the Socratic Method.

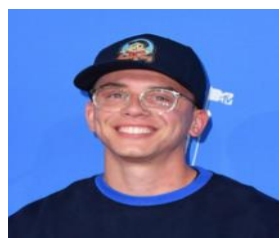


Moral Philosophy Introduction

Pupils engaged with specific philosophical terminology connected Moral Philosophy. Pupils engages with moral dilemmas connected to utilitarianism and Kantian ethics with multiple mind boggling formulations of the classic Trolley problem.

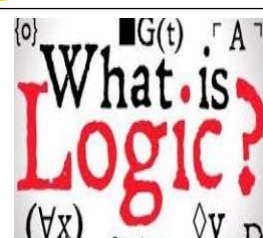


Arguments in Action Topic Area 1



Here, pupils were supported to understand the difference between statements and arguments. Through using logic, pupils were able to conclusions and supporting premises in arguments.

Arguments in Action Topic Area 2



Pupils investigated the existence and purpose of hidden premises and rhetorical questions in arguments and were subsequently able to identify them. Pupils were then taught how to write every-day arguments into the formal philosophical structure of Standard Form.

Well Done!

August 2020

In August, pupils will be encouraged and supported to engage in depth with the full course. Throughout the course, your child will be fully supported to achieve their best. We will apply a variety of teaching and learning methods which will focus on developing skills for Philosophy, literacy and in preparation for the final exam.

Higher requires significant commitment from each pupil, however class teachers will equal devote time to supporting our Philosophy pupils.

There is no assignment in Higher Philosophy, so significant time will be devoted to preparing our pupils for the final exam. This time should be used wisely.

Use of Teams & Class Notebook



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The RME department look forward to seeing you in August!