



Trinity Academy Home Learning August 2018

At Trinity Academy we acknowledge that learning that takes place in the classroom is only a relatively small part of the child's experience. As a school we do actively promote homework as an integral part of learning. Home learning is slightly different from formal homework. At Trinity, we genuinely believe that learning at home can and does play a crucial role in building positive attitudes to learning for life. We are therefore fully committed to delivering meaningful homework and encouraging parents and carers to support and enrich learning at home.

In the past, there may be an historic over reliance on repetitive homework (and therefore sometimes, meaningless) tasks set by the teacher at regular intervals. In Trinity our approach is to see homework as part of an organic and dynamic approach to supporting learning, and will always be issued at the teacher's discretion. Our intention is to only set meaningful homework tasks and promote the parent/carer's role in supporting wider learning at home.

The following paper has been written to exemplify course outlines, possible homework activities and how parents can support learning at home. The importance of teachers' discretion must not be understated. The teacher will take a professional view and be the final arbiter as to whether and how much homework may be issued at any particular time. Similarly, parents are the final arbiter as to how home learning may be taken forward at home.

BENEFITS OF HOME LEARNING

- * Promotes enjoyment of learning in wider contexts
- * Promotes independent learning
- * Engages parents and carers in learning
- * Encourages and develop skills in planning and organising time
- * Prepares for examinations and tests
- * Challenges and extends all children
- * Reinforces and consolidates learning from the classroom
- * Helps to prepare for the introduction of new learning and concepts in the classroom
- * Provides opportunities for pupils to develop their interests in subjects.

Home Learning and Homework – What’s the difference?

Examples of Home Learning activities	Examples of Homework activities
<ul style="list-style-type: none"> • Family discussion about topics being studied • Engaging in educational websites • Reading newspapers • Internet enquiry • Shopping for the family • Visits to sites of interest • Visits to museums/churches/concerts etc • Bring your child to work days • Visiting other towns, cities and environments • Practising cookery and other practical skills • Engaging with organisations such as The Scouts/Football clubs etc • Reading for pleasure 	<ul style="list-style-type: none"> • Completing unfinished class work • Set reading tasks • Written essays/ tasks/Booklet exercises • Research / Internet enquiry • Learning Vocabulary/ Technical terms • Develop folio work • Problem solving tasks • Diary of activity in workshop/ fitness diary • Past Papers/ exam technique • Complete personal learning plans/ profile • Making notes/ maps • Carry out a survey or questionnaire • Ongoing daily/weekly planned revision and organising notes

As part of our commitment to delivering a meaningful and supportive framework for home learning, the following table represents topic studied at all levels across the curriculum. Parents will understand that any further information on coursework can be accessed via our website trinity.webplus.net/ which describes courses of study in BGE The Education Scotland website <https://education.gov.scot> also provides information on certificated courses. Parents are then encouraged to discuss this with children in order to plan meaningful and supportive activities at home. All that said, home reading and limited use of social media and gaming is to the benefit of learning in almost every context. **The parentzone website is also helpful**
<https://education.gov.scot/parentzone/learning-at-home>

Subject	Topics/Focus for Learning	Homework	Home Learning Opportunities
ENGLISH S1			
	<p>All topics</p> <p>Writing Non- fiction: report writing Poetry writing Short story writing</p> <p>Reading: Personal reading</p> <p>Talking and listening:</p>	<p>Personalisation and choice: ‘Takeaway homework ‘tasks</p> <p>Interview Imagery tasks/ imaginative response / research Using VCOP to improve writing</p> <p>Complete the ‘Reading for Gold’ programme at Bronze, Silver and Gold level</p> <p>Prepare a solo talk / presentation/ watch and review a TV programme /film</p>	<p>Work on as many optional tasks as desired.</p> <p>Record interview. Research schooling in the past or in a different country. Research poets/ poems/write poems.</p> <p>Read/ research the authors/ write a review (writing templates available) / prepare a presentation on the book/ write a new chapter for the book.</p> <p>Rehearse the talk/ record the talk/ research/ create PowerPoint.</p>
ENGLISH S2			
	<p>All topics</p> <p>Writing Personal writing: Special places Scottish texts Short story writing</p> <p>Reading: Personal reading</p>	<p>Personalisation and choice: ‘Takeaway homework ‘tasks</p> <p>Research</p> <p>Complete the ‘Reading for Gold’ programme at Bronze, Silver and Gold or Diamond level Book review</p> <p>Analyse and evaluate features of the text</p>	<p>Work on as many optional tasks as desired.</p> <p>Interview others in the family about special places. Fact File.</p> <p>Book presentations/ talks / Reviews (writing frames available).</p> <p>Critical reading/ reading of other texts by the same author/ research the setting in place/ time / presentation on a theme/</p>

	<p>Critical evaluations</p> <p>Talking and listening</p>	<p>Solo talk Watch and analyse a programme/ film</p>	<p>author.</p> <p>Research /practise talk.</p>
ENGLISH S3			
	<p>Writing:</p> <p>Discursive writing / Independent research project</p> <p>Personal/reflective/imaginative writing</p> <p>Reading</p> <p>Critical evaluations of texts – all genres</p> <p>Reading for analysis and evaluation</p> <p>Talking and listening</p>	<p>Read widely – quality press/ non-fiction/ choose a topic/ research the topic/ Plan/proofread</p> <p>Planning</p> <p>Keep track of the action/ character notes / P.E.E chain paragraphs / critical evaluations</p> <p>Close reading assignments</p> <p>Group/solo talk preparation</p> <p>Media analysis</p>	<p>Extend the research/read newspapers regularly watch documentaries/ Ted talks etc.</p> <p>Read exemplars/ read short stories /novels for pleasure and to identify genre markers/ identify writer's craft.</p> <p>Keep a reading log/ gather quotations/ read literary criticism / Re-read text/ prepare questions for peers/ read another text by the same author.</p> <p>Read journalism/ learn new vocabulary/ analyse how purpose is met in opinion pieces / identify key writing techniques / present findings.</p> <p>Research/ practice.</p> <p>Watch programmes /films and evaluate effectiveness (evaluation writing frames available).</p>

MATHEMATICS S1			
	<p><u>Level 2/Level 3</u></p> <p>Block 1</p> <p>Whole Numbers</p> <p>Information Handling</p> <p>Decimals</p> <p>Negative Numbers</p> <p>Speed, distance and time</p> <p>Symmetry</p> <p>Block 2</p> <p>Rounding</p> <p>Angles</p> <p>Percentages</p> <p>Simplifying expressions</p> <p>Substitution</p> <p>Equations</p> <p>Block 3</p> <p>Length and Perimeter</p> <p>Area</p> <p>Fractions</p> <p>Decimals and Percentages</p> <p>Factors and Primes</p> <p>Patterns</p> <p>Formulae and Sequences</p>	<p>30 – 40 mins per week.</p> <p>Formal homework will be given at the end of each topic.</p> <p>Other shorter homework and problem solving activities will also be given.</p>	<p>SUPER MATHS WORLD – Play against the computer or another player. Test your skills in number, algebra, shape or data. Ask you teacher for the login details.</p> <p>http://www.supermathsworld.com</p> <p>THAT QUIZ – Practice for integers and fractions.</p> <p>http://www.thatquiz.org/</p> <p>COOL MATHS 4 KIDS – Maths lessons, puzzles and games.</p> <p>http://www.coolmath4kids.com/</p> <p>MATHS IS FUN – Maths lessons, worksheets, puzzles and games.</p> <p>http://www.mathsisfun.com/</p> <p>BITESIZE – View the lesson, try the quiz and play the game.</p> <p>http://www.bbc.co.uk/education/subjects/zfcqn39</p> <p>MATHS ON TRACK – practice sheets on level 3 topics</p> <p>http://www.mathsontrack.com/Learning-centre/Level-3</p> <p>Rigour Maths</p> <p>http://www.cdmasterworks.co.uk/e-s-o-s/2nd-level-numeracy/</p>

	<p>2D shapes</p> <p>Block 4</p> <p>Drawing triangles</p> <p>Ratio</p> <p>Scale Drawing</p> <p>Money</p> <p>Volume</p> <p>Probability</p>		
MATHEMATICS S2			
	<p>Level 3</p> <p>Block 1</p> <p>Whole Numbers</p> <p>Information Handling</p> <p>Decimals</p> <p>Negative Numbers</p> <p>Speed, distance and time</p> <p>Symmetry</p> <p>Block 2</p> <p>Rounding</p> <p>Angles</p> <p>Percentages</p> <p>Simplifying expressions</p> <p>Substitution</p> <p>Equations</p> <p>Block 3</p> <p>Length and Perimeter</p> <p>Area</p> <p>Fractions</p> <p>Decimals and Percentages</p> <p>Factors and Primes</p> <p>Patterns</p> <p>Formulae and Sequences</p> <p>2D shapes</p> <p>Block 4</p> <p>Drawing triangles</p> <p>Ratio</p> <p>Scale Drawing</p>	<p>30 – 40 mins per week.</p> <p>Formal homework will be given at the end of each topic.</p> <p>Other shorter homework and problem solving activities will also be given.</p> <p>Revision material to be completed at home will be given before assessments.</p>	<p>SUPER MATHS WORLD – Play against the computer or another player. Test your skills in number, algebra, shape or data. Ask you teacher for the login details.</p> <p>http://www.supermathsworld.com</p> <p>THAT QUIZ – Practice for integers and fractions.</p> <p>http://www.thatquiz.org/</p> <p>COOL MATHS 4 KIDS – Maths lessons, puzzles and games.</p> <p>http://www.coolmath4kids.com/</p> <p>MATHS IS FUN – Maths lessons, worksheets, puzzles and games.</p> <p>http://www.mathsisfun.com/</p> <p>BITESIZE – View the lesson, try the quiz and play the game.</p> <p>http://www.bbc.co.uk/bitesize/secondlevel/mathematics/</p> <p>http://www.bbc.co.uk/education/subjects/zfcqn39</p>

	<p>Money Volume Probability</p> <p>Level 4 Block 1 Number work Tolerance Powers and Roots Order of Operations Symmetry Integers Equations Area and Volume Block 2 Fractions Decimals and percentages Scientific Notation Formulae Money Expanding brackets Equations Block 3 Circle Statistics Common Factors Ratio and Proportion Block 4 Similar Shapes Money Pythagoras Straight line Circle Geometry Trigonometry Speed distance and time</p>	<p>30 – 40 mins per week.</p> <p>Formal homework will be given at the end of each topic.</p> <p>Other shorter homework and problem solving activities will also be given.</p> <p>Revision material to be completed at home will be given before assessments.</p>	<p>MATHS ON TRACK – practice sheets on level 3 or 4 topics http://www.mathsontrack.com/Learning-centre/Level-3 http://www.mathsontrack.com/Learning-centre/Level-4/ Rigour Maths http://www.cdmasterworks.co.uk/e-s-o-s/3rd-level-numeracy/</p> <p>SUPER MATHS WORLD – Play against the computer or another player. Test your skills in number, algebra, shape or data. Ask you teacher for the login details. http://www.supermathsworld.com</p> <p>THAT QUIZ – Practice for integers and fractions. http://www.thatquiz.org/</p> <p>COOL MATHS 4 KIDS – Maths lessons, puzzles and games. http://www.coolmath4kids.com/</p> <p>MATHS IS FUN – Maths lessons, worksheets, puzzles and games. http://www.mathsisfun.com/</p> <p>BITESIZE – View the lesson, try the quiz and play the game. http://www.bbc.co.uk/education/subjects/zfcqn39</p> <p>MATHS ON TRACK – practice sheets on level 3 or 4 topics http://www.mathsontrack.com/Learning-centre/Level-3 http://www.mathsontrack.com/Learning-centre/Level-4/ Rigour Maths http://www.cdmasterworks.co.uk/e-s-o-s/4th-level-numeracy/</p>
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MATHEMATICS S3			
	<p><u>Level 3/Nat 3</u></p> <p>Managing Money</p> <p>Manage money in real life context</p> <p>Income and expenditure</p> <p>Budgets</p> <p>Saving Plans</p> <p>Best deals</p> <p>Bar Graphs</p> <p>Shape, Space and Measure</p> <p>Timetables</p> <p>Perimeter</p> <p>Area</p> <p>Volume of a cuboid</p> <p>Street directions</p> <p>Scale Drawings</p> <p>Number Patterns</p> <p>Numeracy</p> <p>Basic Arithmetic</p> <p>Whole Numbers (+, -, x, ÷)</p> <p>Decimals ((+, -, x, ÷)</p> <p>Fractions (+, -)</p> <p>Percentages</p>	<p>30 – 40 mins per week.</p> <p>Formal homework will be given at the end of each topic.</p> <p>Other shorter homework and problem solving activities will also be given.</p> <p>Revision material to be completed at home will be given before assessments.</p>	<p>SUPER MATHS WORLD – Play against the computer or another player. Test your skills in number, algebra, shape or data. Ask you teacher for the login details. http://www.supermathsworld.com</p> <p>BITESIZE – View the lesson, try the quiz and play the game. http://www.bbc.co.uk/education/subjects/ztrjmp3</p> <p>MATHS ON TRACK – practice sheets on level 4 topics http://www.mathsontrack.com/Learning-centre/Level-4/</p> <p>DYNAMIC MATHS – free worksheets on various topics https://www.dynamicmaths.co.uk/index.php</p>

	<p>Measuring and reading scales</p> <p>Probability</p> <p><u>Level 4/Nat 4</u></p> <p>Numeracy</p> <p>Basic Arithmetic</p> <p>Negative Numbers</p> <p>Rounding</p> <p>Significant figures</p> <p>Percentages</p> <p>Time Intervals</p> <p>DST</p> <p>Area</p> <p>Volume</p> <p>Perimeter</p> <p>Ratio and Proportion</p> <p>Reading Scales</p> <p>Conversion of Units</p> <p>Statistics</p> <p>Expressions and Formula</p> <p>Simplification</p> <p>Breaking Brackets</p> <p>Factorising</p>	<p>30 – 40 mins per week.</p> <p>Formal homework will be given at the end of each topic.</p> <p>Other shorter homework and problem solving activities will also be given.</p> <p>Revision material to be completed at home will be given before assessments.</p>	<p>SUPER MATHS WORLD – Play against the computer or another player. Test your skills in number, algebra, shape or data. Ask you teacher for the login details.</p> <p>http://www.supermathsworld.com</p> <p>BITESIZE – View the lesson, try the quiz and play the game.</p> <p>http://www.bbc.co.uk/education/subjects/zfcqn39</p>
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Number Patterns
Straight Line
Circle
Area and Volume
Symmetry
Frequency Tables
Averages
Pie Charts
Probability

Relationships
Straight Line
Scattergraphs
Line of best fit
Equations and Inequalities
Changing the subject of a formula
Pythagoras
Scale Drawing
Circle

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<p>MODERN LANGUAGES S1 FRENCH</p>			
	<p>Talking about Self / School /Free time / local area/ Holidays</p> <p><u>Skills development in:</u> Vocabulary acquisition Reading Writing Listening Talking Consolidation of grammatical</p>	<p>The expectation is that pupils engage in 15/20mins of on line HW activities per week as part of our 'Active learn digital programme'</p> <p>https://www.pearsonactivelearn.com/</p> <p>Digital homework activities for a block of learning are issued. These activities consolidate the teaching taking place in class</p> <p>A dead line by which all exercises must be completed for the whole of the module is communicated.</p> <p>Activities target skills development in the following -</p> <p>Vocabulary acquisition</p> <p>Reading</p> <p>Writing</p> <p>Listening</p> <p>Pronunciation</p> <p>Consolidation of grammatical</p> <p>Completion of activities also serve as targeted revision in preparation for regular end of unit testing as part of the S1 course</p>	<p>We encourage parental involvement wherever possible to engage with pupils as they complete on line learning. Parents, as well as teachers are able to track progress as part of the programme.</p> <p>In addition to the active learn Programme, any kind of linguistic/cultural exposure to the language and to the country /countries where the language is spoken is beneficial.</p> <p>-Travel abroad</p> <p>-Visits to cultural events</p> <p>-Exposure to films /dvd's</p> <p>-Radio/music</p> <p>-TV programmes</p> <p>-Appropriate on line websites.</p>

		In addition to on line HW when talking is a targeted assessment pupils will be required to revise prepared talking pieces at home	
MODERN LANGUAGES S1 SPANISH			
	<p>Self / Free time/ Family</p> <p><u>Skills development in:</u></p> <p>Vocabulary acquisition</p> <p>Reading</p> <p>Writing</p> <p>Listening</p> <p>Talking</p> <p>Consolidation of grammatical</p>	<p>The expectation is that pupils engage in 15/20mins of on line HW activities per week as part of our 'Active learn digital programme'</p> <p>https://www.pearsonactivelearn.com/</p> <p>Digital homework activities for a block of learning are issued. These activities consolidate the teaching taking place in class</p> <p>A dead line by which all exercises must be completed for the whole of the module is communicated</p> <p>Activities target skills development in the following -</p> <p>Vocabulary acquisition</p> <p>Reading</p> <p>Writing</p> <p>Listening</p>	<p>We encourage parental involvement wherever possible to engage with pupils as they complete on line learning. Parents, as well as teachers are able to track progress as part of the programme.</p> <p>In addition to the active learn Programme, any kind of linguistic/cultural exposure to the language and to the country /countries where the language is spoken is beneficial.</p> <p>-Travel abroad</p> <p>-Visits to cultural events</p> <p>-Exposure to films /dvd's</p>

		<p>Pronunciation</p> <p>Consolidation of grammatical</p> <p>Completion of activities also serve as targeted revision in preparation for regular end of unit testing as part of the S1 course</p> <p>In addition to on line HW an end of year Speaking Presentations will be prepared in class and revised at home</p> <p>to complete the S1 course and demonstrate over all learning across the topics</p>	<p>-Radio/music</p> <p>-TV programmes</p> <p>-Appropriate on line websites.</p>
MODERN LANGUAGES S2 FRENCH			
	<p>TV/Films/ Paris/Personal info /Home</p> <p><u>Skills development in:</u></p> <p>Vocabulary acquisition</p> <p>Reading</p> <p>Writing</p> <p>Listening</p> <p>Talking</p> <p>Consolidation of grammatical</p>	<p>The expectation is that pupils engage in 15/20mins of on line HW activities per week as part of our 'Active learn digital programme'</p> <p>https://www.pearsonactivelearn.com/</p> <p>Digital homework activities for a block of learning are issued. These activities consolidate the teaching taking place in class</p> <p>A dead line by which all exercises must be completed for the whole of the module is communicated.</p> <p>Activities target skills development in the following -</p> <p>Vocabulary acquisition</p> <p>Reading</p> <p>Writing</p>	<p>We encourage parental involvement wherever possible to engage with pupils as they complete on line learning. Parents, as well as teachers are able to track progress as part of the programme.</p> <p>In addition to the active learn Programme, any kind of linguistic/cultural exposure to the language and to the country /countries where the language is spoken is beneficial.</p> <p>-Travel abroad</p> <p>-Visits to cultural events</p> <p>-Exposure to films /dvd's</p> <p>-Radio/music</p>

		<p>Listening Pronunciation Consolidation of grammatical</p> <p>Completion of activities also serve as targeted revision in preparation for regular end of unit testing as part of the S1 course</p> <p>In addition to on line HW when talking is a targeted assessment pupils will be required to revise prepared talking pieces at home</p>	<p>-TV programmes -Appropriate on line websites.</p>
MODERN LANGUAGES S2 SPANISH			
	<p>School life/using technology /food and drink</p> <p><u>Skills development in:</u> Vocabulary acquisition Reading Writing Listening Talking Consolidation of grammatical</p>	<p>The expectation is that pupils engage in 15/20mins of on line HW activities per week as part of our 'Active learn digital programme'</p> <p>https://www.pearsonactivelearn.com/</p> <p>Digital homework activities for a block of learning are issued. These activities consolidate the teaching taking place in class</p> <p>A dead line by which all exercises must be completed for the whole of the module is communicated</p> <p>Activities target skills development in the following -</p> <p>Vocabulary acquisition Reading</p>	<p>We encourage parental involvement wherever possible to engage with pupils as they complete on line learning. Parents, as well as teachers are able to track progress as part of the programme.</p> <p>In addition to the active learn Programme, any kind of linguistic/cultural exposure to the language and to the country /countries where the language is spoken is beneficial.</p> <p>-Travel abroad -Visits to cultural events -Exposure to films /dvd's -Radio/music</p>

		<p>Writing</p> <p>Listening</p> <p>Pronunciation</p> <p>Consolidation of grammatical</p> <p>Completion of activities also serve as targeted revision in preparation for regular end of unit testing as part of the S1 course</p> <p>In addition to on line HW an end of year Speaking Presentations will be prepared in class and revised at home</p> <p>to complete the S1 course and demonstrate over all learning across the topics</p>	<p>-TV programmes</p> <p>-Appropriate on line websites</p>
MODERN LANGUAGES S3 FRENCH			
	<p>Society/ Learning /Employability/ Culture</p> <p><u>Skills development in:</u></p>	<p>As they progress through the S3 course pupils will be called upon to engage in activities to support vocabulary acquisition, as well as the consolidation of grammar where appropriate</p> <p>The expectation is that pupils engage in HW activities to support progression across the 4 linguistic skills</p> <p>Completion of HW activities serves as targeted revision for the crucial 4 unit assessments they will undergo in Reading Listening Talking and Writing</p> <p>Activities target skills development in</p>	<p>We encourage parental involvement wherever possible to engage with pupils as they develop linguistic skills at home.</p> <p>In addition, in addition to supporting the consolidating of learning at home, any kind of linguistic/cultural exposure to the language and to the country /countries where the language is spoken is beneficial.</p> <p>-Travel abroad</p>

	<p>Vocabulary acquisition Reading Writing Listening Talking Consolidation of grammatical</p> <p><u>Preparation for Unit assessments in</u></p> <p>Using language (Talking and Writing)</p> <p>Understanding language (Reading and Listening)</p>	<p>the following areas</p> <p>Using language (Talking and Writing)</p> <p>pupils will be required to revise prepared talking pieces at home, and create written pieces where appropriate</p> <p>Understanding language (Reading and Listening)</p> <p>pupils will be required to thoroughly revise targeted vocabulary and structures related to assessment topic areas</p> <p>A dead line by which all HW must be completed in preparation for unit assessment is communicated to all pupils</p>	<p>-Visits to cultural events -Exposure to films /dvd's -Radio/music -TV programmes -Appropriate on line websites.</p>
<p>MODERN LANGUAGES S3 SPANISH</p>			
	<p>Town and local area/talking about past holidays /holiday activities</p> <p><u>Skills development in:</u> Vocabulary acquisition Reading Writing Listening Talking Consolidation of grammatical</p>	<p>The expectation is that pupils engage in 15/20mins of on line HW activities per week as part of our 'Active learn digital programme'</p> <p>https://www.pearsonactivelearn.com/</p> <p>Digital homework activities for a block of learning are issued. These activities consolidate the teaching taking place in class</p> <p>A dead line by which all exercises must be completed for the whole of the module is communicated.</p>	<p>We encourage parental involvement wherever possible to engage with pupils as they complete on line learning. Parents, as well as teachers are able to track progress as part of the programme.</p> <p>In addition to the active learn Programme, any kind of linguistic/cultural exposure to the language and to the country /countries where the language is spoken is beneficial.</p>

		<p>Activities target skills development in the following -</p> <p>Vocabulary acquisition</p> <p>Reading</p> <p>Writing</p> <p>Listening</p> <p>Pronunciation</p> <p>Consolidation of grammatical</p> <p>Completion of activities also serve as targeted revision in preparation for regular end of unit testing as part of the S1 course</p> <p>In addition to on line HW an end of year Speaking Presentations will be prepared in class and revised at home to complete the S1 course and demonstrate over all learning across the topics</p>	<p>-Travel abroad</p> <p>-Visits to cultural events</p> <p>-Exposure to films /dvd's</p> <p>-Radio/music</p> <p>-TV programmes</p> <p>-Appropriate on line websites.</p>
SOCIAL SUBJECTS S1 GEOGRAPHY			
	<p>S1 – 13-week duration of classes as per rotation for each social subject.</p> <p>Topics</p> <p>Brazil</p> <p>S1 – 13-week duration of classes as per rotation for each social subject.</p>	<ul style="list-style-type: none"> • Research recent news stories. • Complete a research task on animal adaptations found in the rainforest. This will be on three animals and the ways in which they have adapted to surviving in the conditions found in the rainforest • Migration task – extended writing task to use push and pull factors to decide if you think the person should migrate to the city from the rainforest or not • Revision for class test 	<p>To assist students with researching during their time in Geography.</p> <p>Parental support opportunities include the use of general news programmes and websites. Such as the BBC, Guardian and the Times. News programmes such as Channel 4 News and BBC News.</p> <p>Planet Earth programmes are beneficial when studying the animal adaptations.</p> <p>Parents should encourage the use of these sites in preparation for all S1 homework tasks.</p>

SOCIAL SUBJECTS S1 HISTORY			
	<p>S1 – 13-week duration of classes as per rotation for each social subject.</p> <p>Topics</p> <ul style="list-style-type: none"> • What is History? (Concept of chronology and evidential nature of primary and secondary sources) • The Wars of Independence 1286-1328 	<ul style="list-style-type: none"> • Research a chosen historical event and its importance in History • Procurator Fiscal Speech • Death of Alexander III project • Revision for enquiry skills test • The Battle of Stirling Bridge TV report • William Wallace Wanted Poster • Robert the Bruce Facebook Page • Battle of Bannockburn Twitter Feed • Revision for summative (knowledge based) assessment 	<p>To assist students with researching their chosen historical event without reference to Wikipedia.</p> <p>Parental support opportunities include the use of general historical texts including Horrible History of Scotland and online resources including BBC History/Bitesize to research factually accurate responses to answer questions, write reports and prepare for presentations in addition to a planned programme of revision prior to end of unit assessments.</p>
SOCIAL SUBJECTS S1 MODERN STUDIES			
	<p>S1 – 13-week duration of classes as per rotation for each social subject.</p> <p>Topics</p> <ul style="list-style-type: none"> • What is Modern Studies? (Introduction to the subject and skills – Bias and Exaggeration) • Human Rights 	<ul style="list-style-type: none"> • Research recent news stories • Identify bias and exaggeration from newspaper/internet for class discussion • Research on “contrasting Countries” Scotland, USA and China – Looking for political, social and economic information • Complete a written report on the contrasting counties • Research at home the lack of rights in Syria, Saudi Arabia, China and Ukraine • Preparation for presentation 	<p>To assist students with researching during their time in Modern Studies. Pupils are perfecting their skills in identifying reliable sources. ie non biased or exaggerated stories.</p> <p>Parental support opportunities include the use of general news programmes/newspapers and websites. Such as the BBC, Guardian and the Times. News programmes such as Channel 4 News and BBC News.</p> <p>Parents should encourage the use of these sites in preparation for all S1 homework tasks.</p>

		<p>on “living without Rights</p> <ul style="list-style-type: none"> • Research on discrimination in the UK • Work on a short essay on discrimination • Research of Uighurs for group tasks • Revision for class test 	
SOCIAL SUBJECTS S2 GEOGRAPHY			
	<p>S2 – 13-week duration of classes as per rotation for each social subject.</p> <p>Topic</p> <ul style="list-style-type: none"> • People and Natural Disasters • People and Natural Environments • Global Trade • Global Tourism 	<ul style="list-style-type: none"> • Research of general news stories • Research either Japan 2011 or Boxing Day 2004 Tsunami. Produce a detailed piece of work, which can either be in the form of a visual poster or extended writing • Tundra question task • ‘Should we boycott companies such as Nike and Primark’ extended writing task. Research should be done at home, along with classwork to give a detailed answer • Aspirational travel plan. Research where you would like to go in the world and work out how you could organise such a trip • General revision for assessment 	<p>To assist students with researching during their time in Geography.</p> <p>Parental support opportunities include the use of general news programmes and websites, such as the BBC, Guardian and the Times. News programmes such as Channel 4 News and BBC News. Planet Earth programmes also link well with Geography.</p> <p>Parents should encourage the use of these sites in preparation for all S2 homework tasks.</p>
SOCIAL SUBJECTS S2 HISTORY			
	S2 – 13-week duration of	<ul style="list-style-type: none"> • Research chosen significant 	Parental support opportunities include the use of general

	<p>classes as per rotation for each social subject.</p> <p>Topic</p> <ul style="list-style-type: none"> • From Independence to Union • The First World War 	<p>events in Scottish history to complete 'Introduction to Scottish History' book in class</p> <ul style="list-style-type: none"> • Darien Scheme – key individuals and evaluation of the venture • The Great Powers Factfile • Causes of the War mobile • Assassination at Sarajevo report • Preparation for source assessment • Diary from a soldier on the Front Line about the psychological impact of warfare • Revision for summative assessment • Film Review task: War Horse 	<p>historical texts including the Horrible History of World War 1 and online resources including BBC History/Bitesize to research factually accurate responses to answer questions, write reports and prepare for presentations in addition to a planned programme of revision prior to end of unit assessments.</p>
<p>SOCIAL SUBJECTS S2 MODERN STUDIES</p>			
	<p>S2 – 13-week duration of classes as per rotation for each social subject.</p> <p>Topic</p> <ul style="list-style-type: none"> • Terrorism 	<ul style="list-style-type: none"> • Research of general news stories • Written tasks looking at a time when the pupils had been wrongly blamed for something. • General research on recent terrorist attacks • Find a story of a person involved in the 9/11 attacks. • Write up of the Newspaper for the 9/11 attacks. • Afghanistan research task – looking at the war and effects on the country. • Research on ISIS 	<p>To assist students with researching during their time in Modern Studies. Pupils are perfecting their skills in identifying reliable sources. ie non biased or exaggerated stories.</p> <p>Parental support opportunities include the use of general news programmes, newspapers and websites, Such as the BBC, Guardian and the Times. News programmes such as Channel 4 News and BBC News.</p> <p>Parents should encourage the use of these sites in preparation for all S2 homework tasks.</p>

	<ul style="list-style-type: none"> Health of our Nation 	<ul style="list-style-type: none"> Written report on ISIS in Iraq and Syria Preparation for class presentation on a terrorism topic of their choice (Completed in groups) Research about funding of the NHS Research in to the life expectancy in different parts of the UK. Lifestyle inequalities research along with a written report/presentation Poverty and the effects on health General revision for assessment 	
SOCIAL SUBJECTS S3 GEOGRAPHY			
	<ul style="list-style-type: none"> Development & Health Environmental Hazards 	<ul style="list-style-type: none"> Investigate socio-economic development indicators and evaluate their reliability Investigate the causes and impacts of a water-borne infectious disease Investigate strategies for managing infectious disease in developing economies and evaluate their effectiveness. Investigate global patterns of tectonic and atmospheric hazards Investigate a recent, deadly 	<p>During the broad general education (BGE) phase in Geography pupils learn how to locate, explore and link features and places locally and further afield.</p> <p>There are a range of approaches that may support this learning at home:</p> <p>Navigation and map skills</p> <p>www.ordnancesurvey.co.uk/docs/leaflets/map-reading-made-easy-peasy.pdf</p> <p>Download this guide to become a map reading expert. These skills are a fundamental part of advanced courses in Geography.</p> <p>Outdoor learning</p> <p>Help your child to explore their local neighbourhood and green spaces. Geography teachers often draw on the first-hand</p>

	<ul style="list-style-type: none"> Trade & Globalisation 	<p>tropical storm, volcanic eruption or earthquake</p> <ul style="list-style-type: none"> Investigate the emergency and long-term responses to an environmental hazard and evaluate their effectiveness Investigate global patterns of trade Investigate the trade barriers that disadvantage producers in developing economies Investigate a fair trade scheme and evaluate its effectiveness 	<p>experiences of pupils. It is difficult to learn about unfamiliar places when you have not reflected on your own place!</p> <p>Learning for Sustainability</p> <p>Involve your child in household decisions and management of waste recycling, energy use and transport.</p> <p>Literacy & Numeracy</p> <p>Read a variety of factual accounts of places and societies. Good sources for S3 learners include:</p> <ul style="list-style-type: none"> Travel section of newspapers BBC news reporting of natural disasters and emergencies <i>Horrible Geography</i> series
SOCIAL SUBJECTS S3 HISTORY			
	<ul style="list-style-type: none"> Nazi Germany Holocaust Project 	<ul style="list-style-type: none"> Creating a short summary book on Mein Kampf (showing Hitler's ideology) Analysis of source to write a short essay: To what extent did the Hyperinflation in 1923 affect the German people? Evaluation of how Hitler controlled the German people through fear and education Film Review on how the Holocaust is portrayed in text and on screen- Schindler's List/The Pianist Research on victim and perpetrator of the Holocaust. 	<p>Parental support opportunities include the use of online resources including BBC History/Bitesize to research factually accurate responses to answer questions, write reports and prepare for presentations in addition to a planned programme of revision prior to end of unit assessments.</p> <p>Parental discussion and watching tv documentaries</p> <p>There are opportunities for parents to make a comment on their son / daughter's homework before submission: Darien Scheme.</p> <p>Reading Ann Frank's Diary</p>

	<ul style="list-style-type: none"> • Migration and Empire 	<p>Presentation either as an essay or PowerPoint presentation</p> <ul style="list-style-type: none"> • Mind-map on all the push and pull factors for all four immigrant groups (Jews, Irish, Italians and Lithuanians) • National 5 question practice: describe, explain and compare • S3 National 5 mock AVY practice • Homework in several stages: selection of question, research, finding appropriate sources and write up • Evaluation of assimilation of the key immigrant groups in Scotland • Consolidation of Scotland's Impact on the Empire with a National 5 explain question • Research the impact of the Scots on Australia, America, Canada, India and New Zealand with a focus on the political, social and economic impacts. Also to address impact on the natives • Famous Scots – Facebook Profile 	<p>TV documentaries</p> <p>Use of local library</p>
<p>SOCIAL SUBJECTS S3 MODERN STUDIES</p>			
	<ul style="list-style-type: none"> • Politics of Aid 	<ul style="list-style-type: none"> • Research development indicators of African Countries. 	<p>To assist students with researching during their time in Modern Studies. Pupils are perfecting their skills in identifying reliable sources. ie non biasrd or exaggerated</p>

	<ul style="list-style-type: none"> • UK Politics • Investigation 	<ul style="list-style-type: none"> • Report writing on the political, social and economic problems of African Countries. • Research and preparation for presentation on UN Specialised Agencies. • Report on charity work in African Countries. • Research for unit assessment. • Research on the “make-up of the UK parliament” • Research on the work of an MP in preparation for a written essay/exam style answer. • Research about the Hillsborough disaster and the recent events in parliament relating to this. • The passing of laws – research on recent bills passed • Revision for assessment • Research on a chosen topic – this can be any topic as long as it is either a political, social or international issue. • Production/preparation for a report on the topic the student has chosen for the investigation 	<p>stories. Parental support opportunities include the use of general news programmes, newspapers and websites. Such as the BBC, Guardian and the Times. News programmes such as Channel 4 News and BBC News.</p> <p>Parents should encourage the use of these sites in preparation for all S2 homework tasks.</p> <p>Parents may wish to ensure students follow Scottish news on TV and in the general press</p> <p>Visit parliament</p> <p>Support short scale research and discussion at home</p>
<p>BUSINESS EDUCATION S1</p>			

	<p>Communications</p> <p>Enterprise and Charities</p> <p>Spreadsheets</p> <p>Financial Management</p>	<p>Writing a letter to P7s</p> <p>Guess the entrepreneur</p> <p>Credit v Debit card task</p> <p>Completion of tasks relating to class topics.</p>	<p>Make yourself familiar with Office365 e.g. emails</p> <p>Have discussions about business stories in the news</p> <p>Engage with extra activities on RBS MoneySense.</p> <p>Discuss real business examples as appropriate</p>
BUSINESS EDUCATION S2			
	<p>Budgeting</p> <p>Business ethics</p> <p>Business Project</p> <p>Databases</p>	<p>Budgeting tasks</p> <p>Database theory</p> <p>Completion of tasks relating to class topics.</p>	<p>Read business section of BBC news/other news sites for current examples.</p> <p>Carry out budgeting activities while shopping.</p>
BUSINESS EDUCATION S3			
	<p>Types of organisations</p> <p>Influences on business</p> <p>Flexible Working Practices</p> <p>Finance</p> <p>Functional Areas</p>	<p>Match up the functional areas</p> <p>Income Statement task</p> <p>Completion of tasks relating to class topics.</p>	<p>Use www.businessed.co.uk as a revision tool.</p> <p>Read business section of BBC news/other news sites for current examples</p> <p>Discuss different working practices at home e.g. part-time, full-time, temporary.</p>
BUSINESS EDUCATION S4/5/6			
	<p>Understanding Business</p> <p>Marketing</p> <p>Operations</p> <p>Finance</p> <p>Human Resources</p> <p>Assignment</p>	<p>Various homework tasks on OneNote</p> <p>Assignment (30% of mark) planning</p> <p>Revision for prelims/exams</p> <p>Completion of tasks relating to class topic</p>	<p>Use www.businessed.co.uk as a revision tool.</p> <p>Read business section of BBC news/other news sites for current examples</p> <p>Take advantages of past papers on OneNote or SQA website</p> <p>Read over notes in jotter/OneNote from the week</p>

COMPUTING S1			
	<p>Internet Safety</p> <p>Computer Programming</p> <p>Using IT applications</p> <p>Using a search engine</p>	<p>Researching material for use in class</p> <p>Planning and designing computer programs.</p>	<p>Using online tutorials such as code.org and code combat.</p> <p>Family discussions about staying safe online.</p> <p>Register and engage with online version of Scratch.</p> <p>Take part in 'Hour of Code' activities.</p>
COMPUTING S2			
	<p>Computer Programming</p> <p>Animation</p> <p>Using a database</p> <p>Creating simple websites with HTML</p>	<p>Planning and designing solutions to practical class assignments.</p> <p>Completion of tasks relating to class topics.</p>	<p>Using online tutorials such as code academy and w3 schools in languages such as Python.</p> <p>Register and engage with online version of Scratch.</p>
COMPUTING S3			
	<p>Software Development.</p> <p>Information Systems.</p>	<p>Planning and designing solutions to practical class assignments.</p> <p>Completion of tasks relating to class topics.</p>	<p>Using online tutorials such as code academy and w3 schools including HTML and CSS.</p> <p>Downloading community version of LiveCode and BYOB.</p>
RELIGIOUS & MORAL EDUCATION S1			
	<p>Aspects of Religion</p> <p>S1 research project – identifying and researching a religious, moral or philosophical issue.</p> <p>Islam</p>	<p>Researching material for use in class</p> <p>Researching material for use in class</p> <p>Researching material for use in class</p>	<p>Using departmental website to consolidate and enable discussion at home</p>
RELIGIOUS & MORAL EDUCATION S2			
	<p>Hinduism</p> <p>Islamophobia</p>	<p>Researching material for use in class</p> <p>Researching material for use in class</p>	<p>Using departmental website to consolidate and enable discussion at home</p>

	Moral issues in the C21st	Researching material for use in class	Using departmental website to consolidate and enable discussion at home
RELIGIOUS & MORAL EDUCATION S3			
	Medical Ethics National 4 taster added value unit Capital punishment Philosophical questions - suffering and evil	Researching material for use in class Researching material for use in class Researching material for use in class Researching material for use in class	Using departmental website to consolidate and enable discussion at home
ART & DESIGN S1			
	Depth, volume and Single Point Perspective Colour Mixing Still Life 2 D Design	Observed Drawings of Still Life Single Objects Research of Source Inspiration for Design Projects online/library/further reading Colour Test Quiz Single Point Perspective Practice	Museum and Gallery visits in own time are encouraged as follows: National Museum of Scotland (For still life inspiration) Museum of Childhood (For 2 D design inspiration) There may also be documentaries and programmes of interest of TV
ART & DESIGN S2			
	Self-Portraiture Depth, volume and Multi-Point Perspective Natural and Built Environments and Still Life 3D Design	Observed Drawings of Face/Hands/Feet Multi Point Perspective Practice Observed Drawings of Natural Objects (Flowers/Feathers/Shells etc) Research of Source Inspiration for Design Projects online/library/further	Museum and Gallery visits in own time are encouraged as follows: Talbot Rice Gallery (Multi point perspective) Jupiter Artland/Royal Botanic Gardens (Landscape inspiration)

		reading	
ART & DESIGN S3			
	Portraiture/Full Figure Still Life Costume Design Graphic Design	Observed Drawings of people Observed Drawing of objects grouped together into compositions Research of Costume Design and Illustration on line/library Source Inspiration Research of Relevant Posters/Book Covers/ Typography Written Essays/Research on Artists and Designers for Expressive and Design work	Museum and Gallery visits in own time are encouraged as follows: National Portrait Gallery National Museum of Scotland for Permanent Costume Display
MUSIC S1			
	Practical Skills Keyboard Guitar Tuned Percussion Group Performing Drum - Kit Understanding Music Skills Instruments of The Orchestra Music Literacy Blues Christmas Section Scottish World Music	Each instrument practiced 15 minutes three times per week either at home or in school Revision of concepts covered twice a week for 15 minutes	Listening at home to clips of various instruments. Focussing on these instruments while listening to favourite music. Concerts and gigs
MUSIC S2			
	Practical Performing Skills Budapest Stand By Me Forget You	15 minutes' practice of parts three times per week	Listening to the songs on youtube

	<p>Next To Me</p> <p>Understanding Music History of Popular Music</p>	<p>Revision of concepts covered – 15 minutes twice a week</p>	<p>Preparation of concert material – Vocal Concert, Christmas Concerts and Spring Fling</p>
MUSIC S3			
	<p>Solo Performing Skills – Individual chosen instruments</p> <p>Group Performing Skills – In preparation for concerts throughout the year</p> <p>Understanding Music Blues/Jazz Unit Musical Styles and Techniques Vocal Music</p> <p>Composition Understanding structure Writing a chorus</p>	<p>15 minutes practice time three times per week</p> <p>Rehearsal and practice of parts as part of practical homework time (see above)</p> <p>Revision of concepts covered</p> <p>Listening to songs analysed in class</p>	<p>Collaborating with other music students and rehearsing for performances</p> <p>Concerts, gigs and visits to music exhibitions.</p> <p>Experimenting with your own composition</p>
PHYSICAL EDUCATION S1			
	<p>Basketball Badminton Football Rugby Volleyball Dance Fitness Hockey Athletics</p>	<p>Homework as a general rule is not given out in Core S1-S3 Physical Education.</p> <p>The focus at this stage is on developing the SALs, fitness levels and experiences in a range of activities.</p>	<p>Any home learning will be at the request of the teacher for pupils to investigate rules or formats of particular sports. For example, Volleyball is, generally, a new activity to a lot of pupils and in order to see how it's played personal research via YouTube is encouraged in order for pupils to have a picture in their mind when participating within classes.</p> <p>Pupils are encouraged to participate, engage & watch Sport over a weekend especially those who participate after school, the ability to reference your sport in a wider context is vital for progression into certificated PE. Eg..if student is interested in football, encourage watching other supports re skills</p>

PHYSICAL EDUCATION S2			
	Health 4 U	<p>The Health 4 U programme focuses on issues such as nutrition, body image, drugs in sport, food labelling, sugar and salt intake and mental & emotional well-being. Pupils will be asked to complete specific tasks relating to course content, i.e. food diaries, questionnaires, activity targets.</p> <p>After School Sport (S1-S3)</p>	<p>Pupils are encouraged to follow, at home, the examples, advice and guidelines set out in the Health 4 U programme for the duration of the course (8 weeks) 5/7 a day, 60 minutes moderate exercise a day, drink more water, walk to school, cut down on saturated fats and processed sugars.</p> <p>Our biggest vehicle for pupils to improve and engage in their own learning, performance and improvement. With 8 Hockey teams, 5 Rugby teams, 2 football teams, a junior and senior basketball club, dance and table tennis club pupils are offered the opportunity to improve their skills sets in range of activities whilst under the guidance of qualified coaches and staff.</p>
PHYSICAL EDUCATION S3			
	<p>Embedding Factors that impact on personal performance</p> <p>Junior Sports Leader Award</p>	<p>More emphasis is given to developing the MESP factors in Option PE and an Option workbook provides the opportunity for pupils to complete tasks at home.</p> <p>JSLA also requires a significant deal of written work and pupils are asked to complete certain sections of the JSLA Journal at home using their own initiative and online research methods</p>	<p>Participating and competing in school sport and also sports clubs within the community eg football, rugby, martial arts etc</p> <p>Working with cluster primary schools, so any opportunity to coach, volunteers or shadow within Primaries is encouraged</p>

DESIGN TECHNOLOGY S1/S2			
	<p>BGE Design and Manufacture</p> <ul style="list-style-type: none"> • Safety and risk assessment • Research for design work • Research around design factors • Sketching skills • Applying colour and texture to drawing to represent materials • Sequence of operations • Product evaluation • Environmental issues <p>BGE Graphic Communication</p> <ul style="list-style-type: none"> • DTP planning and basic terminology • producing CAD plans • Orthographic sketching • Using pictorial drawing styles to represent objects through sketching • Application of colour, tone and texture to represent objects • Improving presentation skills <p>BGE craft skills</p> <ul style="list-style-type: none"> • The use of marking out and 	<p><i>Homework will be related to specific part of projects and course work in BGE. When given, homework should take no longer than 30 minutes. Some tasks will allow young people to spend more time practising and demonstrate their skills.</i></p> <p>Design of a safety poster</p> <p>Design research homework tasks i.e. based around design factors function, materials, market research</p> <p>Using 2D and 3D graphic techniques to record commonly found objects</p> <p>Producing orthographic sketches of commonly found household objects. i.e. mobile phone</p> <p>DTP planning of a promotional item</p> <p>Using of measurement and scale: Recording sizes of commonly found household objects</p> <p>Completing tools and materials worksheets</p> <p>Proposing sequence of operation to complete a task or project.</p> <p>Evaluation of project completed at school in the home</p> <p>Reading drawing to complete a cutting list and identify tool used to mark out and manufacture joints</p>	<p>observing safety signs in real situation. E.g. building site, work places etc.</p> <p>Extending research task for design products to other product found in the home</p> <p>Increasing awareness of the roles designers and engineers through the media</p> <p>Technology based TV and media programming e.g. “How it’s made” and similar programmes</p> <p>Practising drawing, sketching and rendering techniques.</p> <p>Interest in design supported by young people’s involvement in planning or purchasing decision around the home.</p> <p>Young people encouraged to use measuring, estimating and awareness of design factor in helping make decisions. e.g. sustainability of product or ergonomic factors.</p> <p>Use of technology and revision websites: Technologystudent.com</p> <p>http://www.technologystudent.com/</p> <p>BBC bitesize Design Technology</p> <p>http://www.bbc.co.uk/education/subjects/zfr9wmn</p> <p>Register with the Autodesk Student Community</p> <p>www.autodesk.com/education/home</p> <p>to download free CAD software</p> <p>use of internet searches to enhance homework tasks</p> <p>use of IT skills in completing homework to enhance presentation.</p>

	<p>workshop tools</p> <ul style="list-style-type: none"> • Safe working using hand tools and machines • Reading drawings and completing a cutting list • Selecting material, tools and processes to complete a craft task 		Including use of O365 and online platforms to be developed
FOOD CONSUMER TECHNOLOGY S1			
	<ul style="list-style-type: none"> • Food Hygiene • Kitchen Hygiene • Food Safety • Kitchen Safety <p>* Next session will include a Textiles Unit of work and safety and hygiene in the kitchen will extend to include the sewing room.</p>	<p><i>Homework will be related to specific tasks and course work in BGE. When given, homework should take no longer than 30 minutes.</i></p> <p>There will be a strong focus on Hygiene and Safety.</p> <p>Homework may include research task around food safety, nutrition, dietary information</p>	<p>Home Learning Diaries (jotters) will be issued at the beginning of the course to document the following HL opportunities:</p> <ul style="list-style-type: none"> • Week of washing/drying dishes to be documented and signed off by a parent/guardian. The aim being to become more efficient at cleaning and tidying, and aware of the necessity of order of cleaning. • Providing meals and/or snacks at home for family members. The aim being to become more aware of a kitchen environment and build confidence in preparing food. • Young people encourage to recognise the wide range of TV and media programmes that feature food preparation and consumer issues information. <p>Use of websites with information around food and nutrition e.g. BBC bitesize KS3 Food technology http://www.bbc.co.uk/education/topics/zbkxpv4/resources/1</p>

FOOD CONSUMER TECHNOLOGY S2			
	<ul style="list-style-type: none"> • Nutrition - Eat Less Sugar/Salt • Food and Consumer Waste • Food Miles • Seasonality <p>* Next session will include a Textiles Unit of work and safety and hygiene in the kitchen will extend to include the sewing room, as well as a focus on sustainable fashion choices (Consumer Waste).</p>	<ul style="list-style-type: none"> • Nutrition - Eat Less Sugar/Salt • Food and Consumer Waste • Food Miles • Seasonality <p>* Next session will include a Textiles Unit of work and safety and hygiene in the kitchen will extend to include the sewing room, as well as a focus on sustainable fashion choices (Consumer Waste).</p>	<p>Home Learning Diaries (jotters) will be issued at the beginning of the course to document the following HL opportunities:</p> <ul style="list-style-type: none"> • Food Diaries • Relevant television programmes as advised by teacher (eg Amazing Cakes, Master Chef, Supersize Vs Superskinny, Secret Eaters etc) • Providing meals and/or snacks at home for family members. The aim being to become more aware of a kitchen environment and build confidence in preparing food. • Young people encourage to recognise the wide range of TV and media programmes that feature food preparation and consumer issues information. <p>Use of websites with information around food and nutrition e.g. BBC bitesize KS3 Food technology http://www.bbc.co.uk/education/topics/zbkxpv4/resources/1</p>
FOOD CONSUMER TECHNOLOGY S3			
	<ul style="list-style-type: none"> • World Foods • Street Foods • Fusion Flavours • Nutrition – Healthy alternatives to takeaways and convenience foods <p>* Next session will include: - A Textiles unit of work and a focus on sustainable consumer choices and age appropriate safety functions. - A Cake Craft unit of work focusing on contemporary celebration trends.</p>	<p><i>Homework will be related to specific tasks and course work in BGE. When given, homework should take no longer than 30 minutes.</i></p> <p>There will be a strong focus on World Food/Street Food and Fusion cooking as well as Nutrition, in particular, looking at our takeaways and convenience foods.</p>	<p>Home Learning Diaries (jotters) will be issued at the beginning of the course to document the following HL opportunities:</p> <ul style="list-style-type: none"> • Food Diaries • Relevant television programmes as advised by teacher (eg Amazing Cakes, Secret Life of X year olds, Master Chef, Great British Bake Off, Great British Sewing Bee, Supersize Vs Superskinny, Secret Eaters etc) • Providing meals and/or snacks at home for family members. The aim being to become more aware of a kitchen environment and build confidence in preparing food. • Young people encourage to recognise the wide range of TV and media programmes that feature food preparation and consumer issues information.

			Use of websites with information around food and nutrition e.g. BBC bitesize KS3 Food technology http://www.bbc.co.uk/education/topics/zbkxpv4/resources/1
SCIENCE S1			
	Biodiversity Cells and Microscopes Chemical Reactions Matter and Atoms Space Energy	Variety of tasks – including small scale research, finishing off classwork, consolidation, revision, memorisation 20min/week	BBC Bitesize 3 rd Level Science http://www.bbc.co.uk/education/subjects/zq8myrd Youtube science channels http://www.huffingtonpost.com/entry/best-science-youtube-accounts_us_55f85f7be4b09ecde1d9e4be Look out for high quality science documentaries on TV Encourage your child to regularly check the science pages on the BBC website: http://www.bbc.co.uk/science
SCIENCE S2			
	Waves and Light Electricity Acids and Bases Geosciences Human Body Biotechnology	Variety of tasks – research, finishing off classwork, consolidation, revision, memorisation 20min/week	BBC Bitesize 3 rd Level Science http://www.bbc.co.uk/education/subjects/zq8myrd Youtube science channels http://www.huffingtonpost.com/entry/best-science-youtube-accounts_us_55f85f7be4b09ecde1d9e4be Look out for high quality science documentaries on TV Encourage your child to regularly check the science pages on the BBC website http://www.bbc.co.uk/science
SCIENCE S3			
	Physics • Matter and Motion • Electricity Generation • Waves	Variety of tasks – research, finishing off classwork, consolidation, revision, memorisation 30min/week	BBC Bitesize 4 th Level Science http://www.bbc.com/education/levels/zvk2fg8 Youtube science channels http://www.huffingtonpost.com/entry/best-science-youtube-accounts_us_55f85f7be4b09ecde1d9e4be

	<ul style="list-style-type: none">• Space <p><u>Chemistry</u></p> <ul style="list-style-type: none">• Chemical Analysis• Structure of the atom• Bonding in compounds• Formulae and Conservation of Mass• Fuels• Plastics• Metals & Alloys <p><u>Biology</u></p> <ul style="list-style-type: none">• Organ systems• Cellular processes• Plants and ecosystems• Topical science		<p>accounts_us_55f85f7be4b09ecde1d9e4be</p> <p>periodic table of videos: https://www.youtube.com/watch?v=Fg2WzCzKpYU</p> <p>Look out for high quality science documentaries on TV</p> <p>Encourage your child to regularly check the science pages on the BBC website http://www.bbc.co.uk/science</p>
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TOP TIPS To Encourage Homework and Home Learning

1. Provide a quiet place for your child to work undisturbed by distractions
2. Regularly discuss school work and how this can be enriched at home
3. Ensure your child gets enough sleep for school the next day – avoid late night TV
4. Help your child get into a regular routine for completing homework - before TV/X box!
5. Discuss homework and possibilities for home learning with your child
6. Read over the homework when it is finished. If you think the work is poor, careless or untidy ask for the work to be improved
7. Find out how successful they were with their homework, what feedback did they get?
8. Pupils preparing for tests and exams will **always** have revision to do. This could involve going over work and making notes, completing past paper questions or other study techniques.
9. Check the school website- there are always useful links which can help you and your child
10. Contact your child's Pupil Support Teacher directly if you would like further advice on helping your child.
11. Try to stay calm and positive in supporting your child learn at home

How Can Parents Help?

It is important that parents and carers are aware that homework will take very different forms according to the subject and topic being taught. It will only ever be issued at teacher discretion to enhance or enrich learning. The onus is always on the pupil to note the homework in the student planner provided and ensure that it is handed in, on or before the deadline set.

In practical subjects, there will clearly be an emphasis on pupils practising the basic skills at home in a safe and controlled manner and any opportunity you may be able to support is greatly appreciated. This can be as simple as preparing and cutting vegetables, to helping with basic car maintenance or tool recognition.

Useful websites for study and homework

www.mathsrevision.com
www.bbc.co.uk/revision
www.sqa.org.uk
www.revisionworld.co.uk
www.ehomework.co.uk
www.s-cool.co.uk
www.homeworkelephant.co.uk

AND FINALLY.....

If you have any questions or comments regarding your child's homework, or how you can support learning at home generally, please do not hesitate to contact your child's Pupil Support Teacher. Should you be concerned at what you may perceive as a lack of homework, please remember that children have are entitled to work life balance and that homework is issued as a matter of professional discretion.