



Parent Information Booklet – Senior Phase Curriculum Autumn Term 2026

English

National 4/5 (S4/5) Mr Jones

The class will be ensuring that they have achieved all the outcomes required to gain a completed National level award in English. The four areas they will be revisiting are: reading, writing, listening and talking. Every pupil will need to engage critically with the course content to ensure they are successful.

Classes have annotated and analysed our Scottish Set Text (six Carol Ann Duffy poems). We will continue to look at how to answer the exam style questions, including 8-mark questions, so they feel confident in this section of the critical reading exam paper. This will support them to be successful in the Scottish element of the N5 exam.

Alongside this they will also be studying J. B. Priestley's classic drama "An Inspector Calls". In their unit of study, they will be discussing, analysing and evaluating the play's setting, characters, themes and symbolism. Throughout the term, pupils will be regularly going over and demonstrating in class and through homework their ability to create critical essay paragraphs on this text. This will support them as they prepare for the critical essay section of their exam.

They will also focus on RUAE questions to support their close reading skills and allow them to progress throughout the year.

- After the October half-term weekly supported study sessions will also be offered to all senior classes. The times and days for this will be confirmed later in the term.

Homework will be issued regularly.

National 5 (S4) Mrs Thompson

Pupils will be prepared for National 5 English and the aim is for all pupils to sit the National 5 prelim in January.

Following on from their initial study of poems by Carol Ann Duffy in the summer term, pupils will practise exam questions on the poems, and will look for and analyse commonalities across all six poems to prepare them for the 8-mark question.

Pupils will start working on their folio piece this term. Folio deadlines will be shared with pupils and parents near the start of term. This piece is out of 15 and that mark will be doubled to make a total out of 30. The folio piece represents 30% of a pupil's final mark. The first draft must be completed under teacher supervision in the classroom.

Pupils decide, with the support of their teacher, whether to submit a 'broadly creative' or 'broadly discursive' piece of writing. They are taught the skills for both genres and will produce a piece of 'broadly creative' writing and a 'broadly discursive' piece. They will then decide, with the support of their class teacher, which genre they prefer and are best at. The Qualifications Scotland specification states that pupils can receive individual feedback on one draft only. Because of this, pupils will receive whole class feedback on their first draft and individual feedback on their second. They must then redraft their piece and submit it. This will be sent to Qualifications Scotland for assessment. This is an independent piece of work, but the class teacher will support each pupil to plan for success.

The key text for the critical essay paper is the play 'An Inspector Calls.' They will be taught drama terminology and how to understand the writer's craft: plot development, character establishment and development, setting, language, themes and literary devices. We will focus on how to infer from the text, a skill that is transferable to other aspects of the English curriculum and across the curriculum. Pupils will analyse past paper exam questions and be taught how to write a critical essay on the play, which is a requirement in the exam.

Pupils will be assessed on their speaking and listening skills throughout the whole course, as this is a requirement of the SQA. They will also be expected to prepare and deliver a presentation to the class or small group on a topic of their choice and assessment criteria will be shared with pupils, so they succeed. This assessment will take place after prelims. The Speaking and Listening component is assessed in a holistic way across the course by the teacher, and pupils receive either a Pass or Fail grade.

Reading for Understanding, Analysis and Evaluation skills will be developed throughout the term. The class will learn how to recognise the commands from different question types and the approaches needed to successfully show their comprehension of non-fiction texts.

Pupils are expected to revise as they go along, creating revision cards and notes. These will be checked regularly, as will their file which must be organised.

Homework will be issued regularly and pupils are expected to meet all deadlines unless there are circumstances preventing them from doing so.

Pupils should visit the English Team daily, as homework is posted there along with all lesson PPTs, past papers, student exemplars and other resources.

Parents can help their young person at home by asking them encouraging them to read a variety of quality non-fiction and fiction and talking to them about what they are doing in class and for homework. They could talk to them about plot, characters, themes and vocabulary in 'An Inspector Calls'.

To help with understanding of Scottish Set Text – poetry

<https://www.bbc.co.uk/bitesize/topics/zghtyrd>

To help with understanding of 'An Inspector Calls'

<https://www.bbc.co.uk/bitesize/topics/zcdc7v4>

To help develop RUAE skills, pupils should be reading quality non-fiction texts, some of which can be found here

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

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

After the October half-term weekly supported study sessions will also be offered to all senior classes. The times and days for this will be confirmed later in the term.

Higher (S5/6) Mrs Thompson

Following on from their initial study of six Carol Ann Duffy poems, pupils will use their knowledge and understanding of all six poems to find commonalities. They will practise answering all question types, including 10-mark questions, so they feel confident in this section of the Scottish Set Text exam paper.

The key text for the critical essay exam is the novel, 'The Great Gatsby.' Work started on the novel at change of timetable, and will continue this term. Pupils will analyse past paper exam questions and will practise writing critical essays on the novel, which is a requirement in the exam.

Throughout the term, pupils will be working on their folio piece which is 30% of their overall grade. The first draft must be completed under teacher supervision in the classroom. All pupils will be taught further skills for writing in both a 'broadly creative' AND a 'broadly discursive' way and will, will then, in consultation with me, decide which is their strongest style. They will receive whole class feedback on their first draft. They will work on a new draft of this piece and will receive individual feedback on this piece, in line with Qualifications Scotland rules. They will then produce a third and final draft which will be sent to the SQA. This is an independent piece of work, but the class teacher will support each pupil to plan for success. Folio deadlines will be shared with pupils and parents near the start of term.

Pupils will be assessed on their speaking and listening skills throughout the whole course, as this is a requirement of the SQA. They will also be expected to prepare and deliver a presentation to the class or small group on a topic of their choice and assessment criteria will be shared with pupils, so they succeed. The Speaking and Listening component is assessed in a holistic way across the course by the teacher, and pupils receive either a Pass or Fail grade.

Reading for Understanding, Analysis and Evaluation skills will be developed throughout the term. The class will learn how to recognise the commands from different question types and the approaches needed to successfully show their understanding of non-fiction texts.

Homework will be issued regularly and pupils are expected to meet all deadlines unless there are circumstances preventing them from doing so.

Pupils are expected to revise as they go along, creating revision cards and notes. These will be checked regularly.

After the October half-term weekly supported study sessions will also be offered to all senior classes. The times and days for this will be confirmed later in the term.

Pupils should visit the English Team daily, as homework is posted there along with all lesson PPTs, past papers, student exemplars and other resources.

Parents can help their young person at home by asking them encouraging them to read a variety of quality non-fiction and fiction and talking to them about these articles, tracking opinions and

analysing how language is used for impact. They could ask them what they are doing in class and for homework. They could talk to them about plot, characters, themes, literary techniques and vocabulary in 'The Great Gatsby' and the 6 Duffy poems which can be found here

<https://www.bbc.co.uk/bitesize/topics/zbgrrd2p>

To help with understanding of Scottish Set Text – poetry

<https://www.bbc.co.uk/bitesize/topics/zbgrrd2p>

To help with understanding of 'The Great Gatsby'

<https://www.bbc.co.uk/bitesize/topics/zyyv4wx>

To help with RUAE skills, pupils should be reading quality non-fiction texts, some of which can be found here

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

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

Maths

Advanced Higher – Mr Drummond and Mrs. Millar

Before the holiday pupils should have covered Partial Fractions, The Binomial Theorem and some Differential Calculus, working from the detailed timeline which is available on Teams. This term, the pupils should finish the section on Differential Calculus, a section on Integral Calculus and another section on Complex Numbers. The last part of this term will be looking at Properties of Functions and Graphs.

There are no formal homeworks for the course but pupils are expected to complete practice exercises regularly and will have a chance to discuss any issues with Mrs. Millar on a Friday period 2. There will be an assessment shortly after the October break.

For extra help at home the Advanced Higher Mathematics website has a wealth of free notes and practice exercises:

<https://www.advancedhighermathematics.co.uk/>

Higher Maths – Mr Drummond

Before the holiday we completed sections on Vectors, Functions and graphs. This term we will be covering Logarithms, which will be completely new to the students, and Trigonometry, which will build on the work they covered last year.

Homeworks are available on Teams for each topic and the hand-in schedule is available in the Timeline document which is also on Teams. There will be a check up assessment in mid-September. Pupils can come and ask for help with Maths at any time when I'm available. They should try to arrange a time with me if they want to see me at the end of the school day.

For extra help at home the Higher Mathematics website has a wealth of free notes and practice exercises:

<https://www.highermathematics.co.uk/>

National 3/4/5 – Mrs Millar

National 3

Pupils are continuing to work through the unit booklets. It is the intention to secure a course award by completing successfully all of the unit passes before moving on to complete a National 4 numeracy in the first instance. Pupils should continue to work hard in class seeking support from the teacher on areas that they are finding difficult.

National 4

Pupils have started the course well undertaking chapters on whole numbers, decimals, percentages and fractions. We are now looking to obtain the numeracy unit by October by completing sections in Speed, distance, Time, Area and Perimeter, Negative Numbers, Ratio and Proportion, Converting Measure, Volume, Graphs, Charts and Tables and Probability. Homework will be given to pupils on as and when required to support them to achieve and prepare for unit assessments. In Maths the more questions that pupils complete the more likely they are to succeed, and this will be supported and encouraged throughout the course. Pupils are expected to come to class ready to learn and to engage in all activities set in class and at home. Following the completion of the National 4 course award pupils may embark on a National 5 numeracy unit award.

National 5

Pupils have started the course well undertaking chapters on whole numbers, decimals, percentages and fractions, speed distance time and area and perimeter. We are now looking to obtain the numeracy unit by October by completing sections in Ratio and Proportion, Volume, Graphs, Charts and Tables and Probability. Homework will be given to pupils on as and when required to support them to achieve and prepare for unit assessments. In Maths the more questions that pupils complete the more likely they are to succeed, and this will be supported and encouraged throughout the course. Pupils are expected to come to class ready to learn and to engage in all activities set in class and at home.

All pupils

Parents can help their students by asking them to talk through the maths that they are covering each week as well as encouraging them to complete homework and classwork set to the best of their ability. Should pupils get stuck I would encourage them to ensure that they ask for help and I would encourage parents to support them to do this. After school supported study can be arranged by appointment with Mrs Millar for any students who need help with their maths. Additionally, parents can support their pupils at home with the help of the following websites:

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

[Free N4 & N4 Applications of Maths - National 5 Maths](#)

<https://www.sqa.org.uk/sqa/70972.html>

www.mathsrevision.com

Higher Applications – Mrs Chatterton

Before the holidays we started the course by looking at Probability from the Statistics Unit and Graphing Models from the Modelling Unit. This term we will be working through the

Planning and Decision Unit which includes PERT and Gantt charts, before moving onto the Finance Unit. The Finance Unit will include looking at accumulation and present value, goal seeking and salaries and taxation. We will be using Microsoft Excel for all the spreadsheet work. We have also started the Statistics Unit which includes using RStudio to analyse data sets. Homework will be issued regularly, with a check-up assessment after the October holidays.

Parents can help their students by asking them to talk through the maths that they are covering each week. Students can also use the following website for help:

<https://www.freeapplicationsofmaths.co.uk/higherapps> (notes, examples and worksheets)

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

<https://cjmaths.wordpress.com/higher-apps/>

<http://www.scruffs.shetland.co.uk/Appshigher2019.html>

<https://www.youtube.com/playlist?list=PLIEWZ07veqNTNjVG-eYcwKIH35p2iz5IG> (videos)

https://www.youtube.com/playlist?list=PLaEEVKxhj6sp_fezM3hLyL-YcDpgyTGCU (videos)

National 5 Applications S5/6 – Mrs Chatterton

This term we will start by finishing the National 5 Numeracy Unit which was started in June. We will then be working through covering the content for the Geometry and Measure Unit. This will include working with speed, distance, time, area, volume, gradients and Pythagoras' Theorem. Homework will be issued regularly, with mini assessments during the Unit and a check-up assessment in November.

Parents can help their students by asking them to talk through the maths that they are covering each week. After school supported study will be starting soon for students who would like extra support. Students can also use the following websites for help:

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

<https://www.national5maths.co.uk/n5-lifeskills-maths/> (National 5)

https://mathsrevision.com/index_files/N5_Lifeskills.htm (National 5)

<https://www.sqa.org.uk/sqa/70972.html>

National 5 Applications S5/6 – Mr Archibald

This term we will complete the National 5 Numeracy Unit which was started in June. This will include working with percentages, fractions, speed, distance and time, area and perimeter, ratio and proportion, volume, graphs and probability. Homework will be issued on a Friday, and we will attempt a Unit Assessment after revision.

Parents can help their students by asking them to talk through the maths that they are covering each week. There will be after school supported study on a Tuesday for any students who need help with their maths. Students can also use the following websites for help:

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

<https://www.national5maths.co.uk/n5-lifeskills-maths/> (National 5)

https://mathsrevision.com/index_files/N5_Lifeskills.htm (National 5)

<https://www.sqa.org.uk/sqa/70972.html>

National 5 Maths S4 – Mrs Chatterton

Before the holidays we started the Expressions and Formulae Unit including expanding brackets, scientific notation and surds. This term we will be covering the rest of this Unit which will include, indices, algebraic fractions, factorising, working with circles (arcs and sectors) and gradient. There will be mini assessments during the Unit and a check-up assessment in November.

Homework will be issued weekly, marked and returned. Parents can help their students by asking them to talk through the maths homework that they are doing each week. Students should use the class Team and can also use the following websites for help:

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

<https://www.national5maths.co.uk/free-national-5-maths-2/>

<https://www.sqa.org.uk/sqa/70972.html>

https://www.mathsrevision.com/index_files/National5.htm

National 5 – Mr Archibald

Before the holidays we started the Expressions and Formulae Unit including Circles (arcs and sectors), simplifying algebraic expressions, expanding brackets and factorising. This term we will be covering the rest of this Unit which will include surds, indices, algebraic fractions and gradient. We will then revise for an assessment for this Unit.

Homeworks will be issued weekly, marked and returned. Any mistakes should be acted upon. Parents can help their students by asking them to talk through the maths homework that they are doing each week. There will be after school supported study on a Monday for any students who need help with their maths. Students should use the class Team and can also use the following websites for help:

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

<https://www.national5maths.co.uk/free-national-5-maths-2/>

<https://www.sqa.org.uk/sqa/70972.html>

History

National

This term we are learning about the social, economic and political changes in industrial Britain. We will be learning 2 new exam skills this term – the Evaluate and the 9 Marker. Skills are an essential part of History and we will be developing our Describe, Explain, and How Fully Skills this term whilst also revisiting the Source Comparison in preparation for the final exam. To support your child at home you can have them show you the History Team to ensure they have access as well as the Course Learning Intentions and Success Criteria Checklist which allows you to help with quick quizzes. Teams has all the course materials and if pupils are absent the course content is covered here which matches the course descriptor your pupil was given. You can also have them show you their completed History Homework allowing you to see their skill and knowledge development.

Higher

This term we are learning about the development of Italian identity and the process of unification. This topic is part of our Essays based exam paper and we will write an essay for each topic studied. We will also move onto British History examining social welfare changes and judging the impact these changes had on British society. To support your child at home you can have them show you the History Team to ensure they have access as well as the Course Learning Intentions and Success Criteria Checklist which allows you to help with quick quizzes. You can also have them show you their completed History homework to help with proof reading and avoidance of losing marks through small errors.

Geography

National 4/5: Glaciation – The National class will be learning about the key features formed during the last ice-age and how ice has shaped the landscape in upland areas of the UK. They will then move onto land use in glaciated areas, we will focus on the Lake District. We will be looking at how conflicts occur in these areas and how these issues could be resolved.

We will also be preparing for our trip to the Lake District, where we will collect data that will be used in the assignment.

At home your child should regularly be studying their jotter notes and practicing relevant past paper questions, which are all freely available on the SQA website.

Higher: Higher pupils will be working on the Lake District case study, preparing for their trip to Keswick where they will collect tourism data, this will form the basis of their assignment submission. The class should make sure they are regularly studying their notes and practicing past paper questions in preparation for the final exam.

Modern Studies

National 5

This term we are studying the topic of Crime & Law. Pupils will learn how to correctly structure exam style answers in preparation for a Crime unit assessment before the October break. This year the assignment has returned to the N5 course, we will begin work on this before the October break, this is a significant piece of work, worth 20% of your child's overall grade. We will begin the assignment in class but a large proportion of their assignment will need to be completed at home.

Encouraging your child to watch the news or read a quality newspaper regularly is the best way to enhance their understanding of local, national and global issues. At home your child should also be regularly accessing Teams to catch up on missed class work as well as practicing past paper questions, which can be found on Teams or the SQA website.

Higher

Pupils are studying Democracy in the UK. We covered two of the essay topics before the holidays and are now working on our remaining two areas – Holding the Government to Account and Citizens influence. We will also work on skills questions which make up the second paper in their prelim and final exam. Pupils will continue to hone these skills throughout the year. Encouraging your child to watch the news or read a quality newspaper regularly is the best way to enhance their understanding of local, national and global issues. At home your child should also be regularly accessing Teams to catch up on missed class work as well as working to redraft their essays based on the feedback given. All resources needed can be found on Teams and the SQA website.

RMPS – N5 & Higher

This term we are working on the 'relationships' unit. We will explore types and the purpose of relationships, types of marriage, and inequality and exploitation. All course content is available in TEAMS. Homework will be issued appropriately to enhance classroom learning. To help with learning, pupils should be encouraged to do their homework and to revise regularly.

Please visit <https://www.sqa.org.uk/sqa/47911.html> for more information.

Psychology – N5 & Higher

This term we are studying the sleep and dreams unit and the research assignment. The assignment is out of 40 and contributes 33% to the overall course grade. This is an independent research task and requires significant time outside of class to complete. Please support your young person by discussing their learning with them, encouraging them to read a wide range of resources and manage their time effectively. The sleep and dreams topic will focus on biological, cognitive and psychodynamic approaches to understanding the importance of sleep and why we dream.

Please visit <https://www.sqa.org.uk/sqa/47902.html> for more information.

Art

S4 - Contemporary Wallpaper Design

This term, S4 pupils will begin by finalising their Design Unit, which makes up 40% of their overall course mark. During the first two weeks of term, they will complete and present their final design outcomes, ensuring their portfolios are well-developed, creative, and refined.

Afterwards, pupils will return to their Expressive Unit, where they will continue to explore personal themes through drawing, painting, and mixed media. They will focus on developing composition, technique, and confident visual expression in preparation for their final assessment.

Alongside their practical work, pupils will also spend time revising and discussing the theory aspects of the course — including critical analysis of artists and designers — in preparation for their prelim exam and, ultimately, the final theory exam.

How to Support at Home:

- Encourage your child to plan their time effectively to balance practical coursework and theory study.
- Offer opportunities to discuss their ideas and artist research, helping them to articulate their thoughts clearly.
- Provide a quiet space for focused drawing, portfolio development, or revision.
- Support them in building good study habits by reviewing key art terms and concepts together.

Higher – Expressive Unit & Design unit

This term, Higher pupils will be concentrating on finalising and refining their Expressive Unit, which contributes significantly to their overall course assessment. They will continue to develop their

chosen theme through sustained drawing and painting. Emphasis will be placed on personal expression, composition, and refinement of technique.

Once the Expressive Unit is complete, pupils will begin their Design Unit. They will focus on developing strong ideas, exploring alternative solutions, and presenting an outcome that demonstrates creativity, technical skill, and a thoughtful design process. Alongside practical work, pupils will dedicate time to the Critical Studies component of the course. This will include analysing the work of artists and designers, developing visual literacy, and preparing for the prelim and final written exam.

How to Support at Home:

- Encourage your child to manage their time effectively, balancing practical coursework with theory and written preparation.
- Discuss their artist and designer research, helping them to think critically about style, meaning, and visual impact.
- Provide a quiet space for focused study and creative work and help them gather or organise materials for their portfolio.
- Motivate them to review past paper questions and practice written analysis to strengthen their exam confidence.

National 4/5 Hospitality: Practical Cookery

This term, learners will be working through **Unit 1: Cookery Skills, Techniques and Processes**, where they'll build confidence in food preparation and refine their practical cookery skills. Emphasis will be placed on working in an organised and efficient manner. A **practical unit assessment** will be completed before the October holidays.

Next Steps: Unit 2 – Organisational Skills for Cooking

Following Unit 1, we'll progress to **Unit 2: Organisational Skills for Cooking**, which focuses on:

- Developing time management by preparing **two or more dishes within a double period**
- Learning how to **cost recipes** effectively
- Learning how to order cooking tasks to meet deadlines

Supporting Learning at Home

To help learners succeed:

- Encourage them to complete **homework and classwork on time**. The Achieve website is a really useful source of information. <https://achieve.hashtag-learning.co.uk/>
- Support them in **practising practical skills at home**, which will improve their pace and organisation
- Remind them to always work **safely and under adult supervision**

Please ensure your child brings a **container** to class on cooking days to take home their dishes. Pupils will normally cook on Wednesday's and Friday's this year.

Physical Education

National 5 PE – pupils will begin fitness testing and engaging in a 6-week development program to improve their Cardiorespiratory Endurance (CRE). This will form the basis of the Portfolio assessment task to be completed later in the year. Pupils will engage in a block of Basketball alongside this development plan and also have a weekly classroom-based theory lesson to develop knowledge and understanding of National 5 PE concepts.

Higher PE – Pupils will be engaging in a block of Basketball this term and will also be undergoing fitness testing and training for their Personal Development Plan (PDP). The classroom-based sessions will be exploring the physical and social factor. As well as developing an aspect of fitness the pupils will undertake a skill development programme for a skill of their choice from Basketball. They will explore various methods of practice in order to achieve this.

Exercise and Fitness Leadership – Our E&F Leadership pupils will begin to develop their leadership skills through micro-teaching sessions working with our new S1s. There will also be a classroom-based session whereby pupils will explore different aspects of leadership, principles of circuit training, anatomy and physiology and health and safety requirements.

Pupils and parents can also access the PE Dept. Website www.langholmpe.wordpress.com to find lots of learning resources and get updates about sporting success.

Personal Support Programme

S4

There will be input from Shirley Jones, from Skills Development Scotland, on routes and pathways post school. S4 pupils will also be taken through the Sextortion and Pornography workshops led by our MVP (Mentors in Violence Prevention) team. Further input on MVP will be given across terms 2 and 3.

S5

This term the following topics will be covered in S5 PSP:

- Curriculum Vitae building
- Study Skills
- UCAS/College applications

S6

This term the following topics will be covered in S6 PSP:

- UCAS Applications & Personal Statements
- Study Skills
- CV Preparation

To support your child please provide them with an opportunity to discuss these topics with you.

Useful website links www.ucas.com/parents/

Travel and Tourism Skills for work

Practical Woodworking

National 4/5

This term our Practical Woodworkers will be working on measuring, marking out and manufacturing woodworking joints for carcass construction. Once these joints have been practised pupils will complete the Unit 1 Model: Spice rack.

This Unit will be assessed and depending on the accuracy of the model pupils will be awarded either a National 4 or National 5 level. To achieve a National 4 all measurements must be within 2mm tolerance and to achieve a National 5 all measurements must be within a 1mm tolerance.

Pupils will also be working through the following theory elements of the course:

- Safe Working Practices
- Measurement and Tolerances
- Measuring and Marking Out Tools
- Drawing Conventions, Working Drawings and Cutting Lists

You can support your young person by encouraging them to read over their notes at home and ensure all homework is completed on time. If your young person is absent all resources used in class will be available on Microsoft Teams or they can ask for missed work when returning to class.

Useful Websites:

<https://achieve.hashtag-learning.co.uk/>

Graphic Communication

National 4/5

This term we will be completing our first unit of work. Pupils will develop skills in both manual and electronic graphic communication techniques. They will acquire knowledge and understanding of terms and techniques in computer-aided design (CAD), and desktop publishing (DTP). They will learn how graphic communication technologies impact on our environment and society.

By the end of the unit pupils will be able to:

- produce and interpret 2D sketches and drawings.
- produce preliminary 2D designs and illustrations for single-page promotional displays.
- create 2D promotional graphic layouts
- Use Desktop publishing software to create infographics
- Understand and apply building standards and create a floor plan using the correct British Standards

You can support your young person by encouraging them to read over their notes at home and ensure all homework is completed on time. If your young person is absent all resources used in class will be available on Microsoft Teams or they can ask for missed work when returning to class. This is a particularly content-heavy section of the course. Pupils should review notes on pictorial drawings, building standards, orthographic projection, true shape, Desktop Publishing principles and CAD commands.

Biology

National 5

Unit of study: Cell Biology

Key Areas:

1. Cell structure
2. Transport across membranes
3. DNA and the production of proteins
4. Proteins
5. Genetic Engineering
6. Respiration

In National 5 biology we will be working through the above key areas from Unit 1 Cell Biology. If a pupil is absent they can access any notes missed through Microsoft Teams. When completing homework and revising for assessments, pupils should refer to their Learning intention, Success criteria and Required knowledge document, in addition to their class notes. Other resources, such as revision mind maps, summary notes and websites (e.g. BBC Bitesize and Scholar) may also be useful. A unit assessment will take place in October.

Higher Biology

Unit of study: Cell biology

Key Areas:

1. Structure of DNA
2. Replication of DNA
3. Gene expression
4. Cellular differentiation
5. the structure of the genome
6. Mutations
7. Evolution
8. Genomic sequencing

This is a self-study course to be completed by students in their own time. They will attend the higher human biology course and can work with the class on topics that cross over between the 2 subjects. When completing homework and revising for assessments, pupils should refer to their Learning intention, Success criteria and Required knowledge document, in addition to their class notes. Other resources, such as revision mind maps, summary notes and websites (e.g. BBC Bitesize and Scholar) may also be useful. A unit 1 assessment will take place in October.

Higher Human Biology

Unit of study: Human Cells

Learning Intentions:

9. Division and differentiation of human cells
10. Understand the structure of DNA and the process of DNA replication. The use of polymerase chain reaction (PCR) in the amplification of DNA.
11. Understand how genes are expressed and used to synthesise proteins
12. Understand the nature, impact and importance of mutations.
13. Understand the term of human genomics and its role in personalised medicine
14. Understand metabolic pathways and the use of enzymes in controlling the rate at which they occur.
15. Understand and describe the 3 stages involved in the process of cellular respiration
16. Understand the process of fermentation and the different types of muscle cells.

In Higher Human Biology we use a flipped classroom approach where students copy up notes before we cover it in class. This means if a pupil is absent they will need to get a copy of the work completed from another student or attend study classes. When completing homework and revising for assessments, pupils should refer to their Learning intention, Success criteria and Required knowledge document, in addition to their class notes. Other resources, such as revision mind maps, summary notes and websites (e.g. BBC Bitesize and Scholar) may also be useful. A unit 1 assessment will take place in October.

Advanced Higher Biology

Unit of study: Investigative Biology

Key Areas:

1. Scientific principles and process
2. Experimentation
3. Reporting and critical evaluation of biological research

Advanced Higher Biology is a self-study class where the students must work through the power points on teams during their own time and can ask for help as required. AH Biology start with unit 3 and the key areas stated above. This unit also includes the project which will account for 25% of their final grade. When revising for assessments, pupils should refer to their Learning intention, Success criteria and Required knowledge document, in addition to their class notes. Other resources, such as revision mind maps, summary notes and websites (e.g. BBC Bitesize and Scholar) may also be useful. A unit 1 assessment will take place in October.

Chemistry

Higher

What will pupils be learning this term?

Pupils began Unit 1: Chemical Changes and Structure in June. During this term, we will complete this unit before moving on to Unit 3: Chemistry in Society.

Unit 1 – Chemical Changes and Structure

This unit develops pupils' understanding of how the structure and bonding of substances affect their chemical and physical properties.

- Patterns and trends in the Periodic Table
- Electronegativity and bond polarity
- Bonding and structure
- Intermolecular forces
- Oxidising and reducing agents

Alongside developing their chemical knowledge, pupils will practise Higher-level calculations, problem solving and written explanations. A particular emphasis will be placed on answering questions using the precise scientific terminology required at Higher.

Moving on to Unit 3 – Chemistry in Society

After completing Unit 1, pupils will begin Unit 3. Our first area of study will be Calculations Involving Chemical Quantities.

- The mole
- Gram formula mass
- Calculating mass and number of moles
- Concentration
- Reacting quantities
- Calculations involving chemical equations

These calculation skills are important throughout Higher Chemistry, so pupils will have regular opportunities to practise and revisit them.

A New Approach to Homework

This year, traditional weekly homework will be replaced by a short weekly Chemistry quiz. The purpose of the quiz is to encourage pupils to revise little and often, rather than relying on intensive revision immediately before assessments. Questions will revisit both recent learning and important previous learning.

The quizzes will help identify areas pupils understand securely, knowledge that needs to be revisited, common misconceptions, and pupils who may require additional support or challenge.

Quiz → Feedback → Improvement

The quiz score is only part of the process. Pupils will receive regular feedback and will be encouraged to use this feedback to correct mistakes and improve their understanding.

Learning → Retrieval → Quiz → Feedback → Improvement

This should allow difficulties to be identified and addressed before they become significant gaps in learning.

Keeping Parents and Carers Informed

Parents and carers will be kept informed about their child's progress through the school tracking system.

Information from weekly quizzes, classwork and formal assessments will help build a picture of each pupil's progress. This will allow us to recognise success while also identifying areas where additional practice or support may be required.

How Can You Support at Home?

You do not need to be a Chemistry expert to support your child. One of the most useful things you can do is encourage regular, short periods of revision rather than waiting until an assessment is approaching.

Useful questions to ask include:

- What have you been learning in Chemistry this week?
- What did you get wrong in this week's quiz?
- Do you understand why you got it wrong now?
- Is there anything you need to practise again?
- Can you explain what you have learned to me without looking at your notes?

Being able to explain an idea clearly to somebody else is an excellent way for pupils to check their own understanding.

Our Aim for This Term

- ✓ Complete Unit 1 – Chemical Changes and Structure
- ✓ Continue to develop Higher-level problem-solving and explanation skills
- ✓ Establish a routine of weekly retrieval, quiz and feedback
- ✓ Begin Unit 3 – Chemistry in Society
- ✓ Start developing confidence with calculations involving chemical quantities

The overall aim is to encourage consistent effort throughout the year, identify difficulties early and give every pupil regular opportunities to improve.

Physics

In senior phase Physics we develop skills of scientific inquiry, investigation and analytical thinking, along with knowledge and understanding of dynamics and space. We look at aspects of Kinematics, Dynamics and Forces to examine how an object behaves in motion. We then begin to look at Cosmology and the Expanding Universe.

Advanced Higher:

Key areas of study are:

- Rotational Dynamics
- Gravitation
- General Relativity
- Stellar Physics

Pupils are expected to follow the schedule provided and to keep their notes up to date. They should attempt to complete as many tutorial questions as possible and to seek help where needed.

This term, pupils should explore possible project ideas and form a definite plan for their experiments, in discussion with myself.

Parents/carers can help support these students by encouraging them to stay on track for their self study and to use online resources such as the MrsPhysics website.

Higher:

Key areas of study are:

- Motion, Forces, Energy, Momentum, Impulse & Gravitation
- Special Relativity, The Origin of the Universe and Stellar Evolution

To achieve their potential I recommend that students spend roughly two hours each week reviewing and studying the work they have covered from the course.

Homeworks are available on Teams for each topic and the hand-in schedule is available in the Timeline document which is also on Teams. There will be a check up assessment in late September. Pupils can come and ask for help with Physics at any time when I'm available. They should try to arrange a time with me if they want to see me at the end of the school day.

Parents/carers can support our young people by encouraging them to visit revision websites such as <https://www.sqa.org.uk/sqa/47916.html>

National 5:

Key areas of study are:

- Motion, Forces, Energy, Newtons Law and Projectiles
- Space exploration and cosmology

To achieve their potential I recommend that students spend roughly one hour each week reviewing and studying the work they have covered from the course.

Homeworks are available on Teams for each topic and the hand-in schedule is available in the Timeline document which is also on Teams. There will be a check up assessment in late September. Pupils can come and ask for help with Physics at any time when I'm available. They should try to arrange a time with me if they want to see me at the end of the school day.

Parents/carers can support our young people by encouraging them to visit revision websites such as <https://www.sqa.org.uk/sqa/47430.html> or any of the helpful websites which are listed on Teams.

Business Management

National 5 Business Management – This term pupils will begin the Understanding Business unit as well as learning the importance of and meaning of the SQA command words. This unit has nine topics to it such as customer satisfaction, types of business organisations and external factors. To support your child please encourage them to watch the news daily as well as reading reputable newspapers.

Higher – This term pupils will study key topics from the Marketing and Understanding Business units. In Marketing, they will learn about market research, market segmentation, the marketing mix, the product life cycle, pricing strategies, promotion and distribution. In Understanding Business, pupils will explore different types of business, business objectives, stakeholders, organisational structures,

internal and external factors, and the ways in which businesses operate and respond to changes in the business environment.

To support your child succeed in Business Management, please encourage them to take an interest in current business and economic issues. Watching reputable news programmes and discussing topics such as changes in the economy, interest rates, inflation, employment and the success or challenges faced by businesses can help pupils apply their classroom learning to real-world situations. You can also encourage your child to revise key terminology, command words, practise exam-style questions and discuss how current events may affect businesses and consumers.

NPA Legal Studies

This term pupils will begin with the Crime in Society unit. This unit covers the concepts of criminal behaviour in Scotland; how criminal behaviour may affect the individual & the community and measures which may be taken to prevent crime. To successfully complete this unit, pupils will need to pass three outcomes. Pupils will visit the High Court in Glasgow on Wednesday 07 October 2026. To support you child, please encourage them to keep up to date with current legal issues and discussing examples from the news that relate to Scots law. Watching reputable news programmes and reading reliable sources can help pupils understand how the law applies to real-life situation

Music

National 4, 5, Higher and Advanced Higher

Lessons will be split into:

- Literacy lessons (to improve their ability to read music and extract information).
- Performance lessons, based around building their performance skills and honing them to a high standard
- Listening lessons to build the pupils' understanding of concepts AND their ability to identify these within audio excerpts
- Composition lessons, to build compositional skills

To support your young person please remind them that they should be making time on a weekly basis to complete homework, revise listening concepts and to practise their 2 chosen instruments. Revision materials can be found at [My Music Online – Music Resources for Education](#) and all topics covered can also be found on our Music Microsoft Team. Pupils have access to the department 4 lunches per week and can use this time to practise if they don't have access to their instruments at home. Please also support your young person in catching up on work missed via Teams if they are absent.

PLEASE NOTE- deadlines for all aspects of the course are available on the Team and are visible and discussed regularly within the classroom and department.

P.S Any pupil who needs a loan of an instrument can speak to Miss Baxter.

Computer Science: Mr Wood

National 5

National 5 pupils receive five Computing Science lessons each week, working across the three principal areas of the course: Software Design and Development, Database Design and Development, and Computer Systems. Throughout the term, pupils will develop their theoretical knowledge alongside practical skills, with regular opportunities to apply what they have learned.

In Software Design and Development, pupils will continue to develop their understanding of programming and begin to focus more heavily on practical implementation. They will learn how to read, understand, and write programs using the SQA Reference Language alongside practical programming activities. This will allow pupils to apply key concepts such as variables, selection, repetition, and sub-programs while developing their problem-solving and debugging skills.

In Database Design and Development pupils will begin applying their knowledge of database design through practical activities. They will learn to use SQL (Structured Query Language) to search, filter and organise information stored within a database. As their skills develop, pupils will develop their SQL skills by creating more advanced queries and learning how to organise and manage information effectively using databases.

In Computer Systems, pupils will explore how computers represent, process and store data. They will develop their understanding of topics such as binary, data representation and computer architecture, giving them a clearer understanding of how computer systems operate.

Working across these three areas throughout the term allows pupils to develop both their theoretical understanding and practical skills, while regularly revisiting and strengthening the knowledge required for National 5 Computing Science.

Parents can help pupils by encouraging them to talk through the work they have covered each week and helping them to manage their study time around other commitments. Regular practice is particularly important in Computing Science, especially when developing practical skills such as programming and SQL. Pupils should regularly revisit class activities, practise these skills, and make use of the course resources provided to support their learning.

BBC Bitesize – National 5 Computing Science: <https://www.bbc.co.uk/bitesize/subjects/zfs3kqt>

ACHIEVE: <https://letsachieve.co.uk/>

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

Higher

Higher Computing Science pupils receive six periods of Computing Science each week. The Higher course builds on the knowledge and skills developed at National 5, introducing more advanced concepts and requiring pupils to apply their knowledge to increasingly complex problems. This term, there will be an increased focus on practical programming, allowing pupils to develop greater confidence and independence when designing and implementing solutions.

In Software Design and Development, pupils will extend the programming skills introduced at National 5 and begin working with more advanced techniques and more complex problems. There is a greater emphasis at Higher on pupils being able to analyse a problem, develop an appropriate solution and implement it independently. Practical programming activities will also continue to strengthen their problem-solving and debugging skills.

In Database Design and Development, pupils will build on their understanding of database structures and SQL from National 5. They will explore more advanced database concepts and develop their ability to construct increasingly complex queries to retrieve and analyse information. This gives pupils experience of applying their database knowledge to larger and more challenging problems.

Throughout the term, pupils will complete regular informal assessments to check their understanding and progress. These will help identify areas for further revision or support, while giving pupils regular opportunities to revisit and strengthen their knowledge as they progress through the Higher course.

Parents can support pupils by encouraging them to talk about what they have been learning and helping them find time for regular study alongside their other commitments. Regularly revisiting classwork and practising skills such as programming and SQL will help reinforce what they have learned, build confidence and support their progress throughout the Higher course.

Additional course and revision materials are available through:

BBC Bitesize – Higher Computing Science: <https://www.bbc.co.uk/bitesize/subjects/zxmh34j>

ACHIEVE: <https://letsachieve.co.uk/>

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

Advanced Higher

Advanced Higher Computing Science represents a significant progression from Higher, with pupils developing more advanced programming, problem solving, and independent working skills. This term, our focus will be Software Design and Development, where pupils will explore more complex programming concepts and learn how to design and develop solutions to increasingly challenging problems.

Pupils will develop their programming skills through topics including object-oriented programming, where they will learn about classes, objects, methods, inheritance, and other techniques commonly found in modern software development. They will also work with more advanced data structures and algorithms, including two-dimensional arrays, arrays of objects, linked lists, searching and sorting algorithms. Throughout this work, pupils will develop their ability to analyse problems, design appropriate solutions, implement their designs through programming, and thoroughly evaluate their work.

This term, pupils will also begin work towards their Advanced Higher Computing Science project. The project is a substantial part of the course and gives pupils the opportunity to bring together the skills they have developed to plan, design and create a complex computing solution. Pupils will begin by considering suitable project ideas and developing the research, planning and analysis skills required before moving into the design and development of their solution.

The Advanced Higher course places greater emphasis on independent learning than National 5 and Higher. Through both their Software Design and Development work and the project, pupils will have opportunities to make their own decisions, solve complex problems, and develop the advanced practical skills required for further study or a career in computing.

Parents can support pupils by encouraging them to keep on top of their coursework and manage their time effectively, particularly as they begin their Advanced Higher project. Regular programming practice and revisiting classwork will help pupils develop their understanding of the more advanced concepts covered in the course. Talking to pupils about their progress and encouraging them to work consistently on their learning will also help them manage the increased independence required at Advanced Higher.