The Royal High School – Broad General Education

S1 & S2 Significant Aspects of Learning

During S1–3, students follow a Broad General Education (BGE). This covers a number of Significant Aspects of Learning (SALs) across their subjects.

The final report for your child this year demonstrates their journey across these Significant Aspects of Learning and gives you a measure of how much learning they have undertaken so far in these areas by indicating they are:

- **Green** – secure in learning in this SAL
- **Amber** – working well within learning in this SAL
- **Red** – some aspects of learning still require consolidating

The Significant Aspects of Learning for each subject area are given below.

**Art**

1. **Observation skills** - how accurately student is able to copy either from direct observation or from real life.
2. **Using Media** - how well student is able to use different materials in their Art work such as paint, charcoal, 3D modelling etc.
3. **Using Visual Elements** - how well can a student show the use of visual elements in their work, these are; line, shape and form, pattern, tone & colour.
4. **Self and Peer assessment** - how well a student can reflect and evaluate their own work and others.
5. **Problem Solving** - how well students can apply problem solving skills to their work.
6. **Researching** - how well students are able to research a theme or information on an artist or designer.
7. **Analysing** - how well students are able to look at and write/talk about the work of an artist/designer.

**Business Education SALs**

In S1 your child focuses on:

8. Developing useful skills for learning, life and work

During the course of the session your child has developed skills in using the IT systems in school and developed in skills in how these link to work at home.

Various tasks have been carried out – Rio Olympics, Use of spreadsheets, Class magazine on The Royal High School using email and One-Drive, researching Robert Louis Stevenson, presentation on Fair Trade and booking a holiday.

These tasks have involved research skills, use of Microsoft applications, working in pairs and evaluation of peer’s work.

The other SALs are covered in the S1-3 courses.

In S2 we have looked at SALs 10 and 11 covering a basic knowledge of needs, wants, goods and services and International trade.
In SAL 2 budgeting has also been introduced involving the use of a calculator and an introduction to using spreadsheets.

**CDT**

S1 and S2 pupils in CDT will experience a range of projects that will develop skills across a number of areas listed below. Our course has been designed so that these experiences are interchangeable between S1 and S2. We have linked our project based learning to the National benchmarks in the Broad General Education. We assess a pupil’s ability to display breadth of experience, their ability to respond to challenge and their ability to apply learning.

1. Pupil exhibits confidence and dexterity in the use of materials, tools and equipment in the manufacture of items.
2. Pupil can exhibit problem solving and creativity in design challenges.
3. Pupil shows they can select, organise and represent information and ideas using a range of graphic techniques.
4. Pupil is literate in using Digital Tools to research information, design or create solutions.
5. Pupil shows they can apply Engineering principles in the design and make of a product.
6. Pupil demonstrates understanding of the implications of technological development on society and the environment.

**Computing**

Learning is reflected within the following SALS in S1. The other SALS are covered in the S2/3 courses.

1. **Can apply knowledge and understanding of different programming constructs** – During the course of S1 your child has worked using the Scratch and Alice environments. These programming environments allows the learner to develop skills in constructs along with developing problem solving skills.
9. **Complete virgin money enterprise project** – this activity ran during the first term of S1. The learners worked in groups to produce products to sell at their Christmas Fair. This activity involved cooperation, planning, making the products and using a range of sales and marketing techniques to sell the group products.

Can identify components of the computer and can apply knowledge and understanding when selecting a system for specific tasks (6)- In this unit the learner has studied the parts that make up a computer system. They have researched and physically taken apart computers and rebuild them.

Can identify features of different applications and their suitability for managing and processing information (5) – Over a period of 3 months’ learners have used a range of applications – graphics, video, sound to complete a series of problem solving tasks. They have worked individually, in pairs and teams. The skills developed here have then been applied in the other units of work covered in S2.

Can work in a group or individually to create a digital solution to an IT problem (4) – The learners have applied the skills developed to produce a murder mystery game and advert.

Can apply knowledge and understanding of different programming constructs (1) – The learners develop skills in programming HTML creating webpages, they then link the created pages together.

Can identify and understand security and legal issues within the use of information systems (7) – learners completed a unit on cyber security and examined the impact on their lives.
Drama

In Drama, students are assessed in three main areas: creating, presenting and evaluating.

Creating (Responding to Stimuli): Throughout the year students will have opportunities to develop ideas from a range of stimuli - i.e. a poem, a theme, a picture, etc.- and they are assessed on their ability to respond to these stimuli in order to create ideas for different dramas.

Presenting (Communicating ideas): Students are also assessed on the way that they communicate these ideas to their group and in performance. This involves the portrayal of characters, conveying relationships and situations in a variety of settings and to different audiences.

Evaluating (Reflecting on the work): Students also respond to the experience of drama by discussing their thoughts and feelings. Students will be assessed on their ability to give and accept constructive comments and make informed judgements on their own work and other people’s.

English

In English we promote Reading for enjoyment, understanding, analysis and evaluation. Our Writing encompasses critical, creative and discursive elements, always underpinned by a focus on technical accuracy. When Listening and Talking we encourage young people to communicate with their purpose and audience in mind and above all to enjoy the richness and flexibility of language.

There are many specific skills within the broader Literacy and English SAL listed above. For more detail about these, please see the Literacy Across Learning section of the school website, found under ‘Curriculum’ and ‘Faculties’ tabs.

Geography

In S1 the focus is on the local area, being able to carry out group work and collect information to investigate a local issue. We then go one to look at weather and climate here in Scotland and further afield in Bangladesh. We are building numeracy and literacy into our curriculum through being able to read graphs and numerical data in context and literacy through being able to describe and explain issues. The following point 1 to 4 are outcomes that mirror the Significant Aspects of Learning in the report:

1. Can understand the place, heritage and culture of Scotland and appreciating local and national heritage within the world.
2. Has developed an understanding of the world by learning about how people live today
3. Can use and apply skills in creating models, maps, and graphical representation of information
4. Is developing useful skills for learning, life and work

In S2 we strive to build on the skills foundation laid down in S1. We investigate the Earth’s structure and the impact of volcanoes and earthquakes on people and the environment. We examine the culture and heritage of the indigenous people of Brazil and the weather and climate there. Building on the numeracy and literacy skills; pupils are encouraged to be able to describe and explain and then go on to evaluate and make comparisons. The following points 5 to 8 are outcomes that mirror the Significant Aspects of Learning in the report:

5. Can understand the place, heritage and culture of Scotland and appreciating local and national heritage within the world.
6. Can understand the economic, political, social and environmental issues
7. Can use and apply skills in creating models, maps, and graphical representation of information
8. Is developing useful skills for learning, life and work

In both S1 and S2 pupils are developing skills, confidence and knowledge to help pupils in learning, life and work.

**History**

**S1 Statements**
1. I can describe factors that have contributed to the historical development of my school
2. I can explain why a group of people have settled here in the past
3. I can explain the similarities and differences between the lifestyles, values and attitudes of people in the past by comparing Scotland with a society elsewhere
4. I can explain the impact of a group who settled in Scotland, on Scotland’s life and culture
5. I can evaluate and assess sources by using knowledge of a historical period (how fully, source comparison).

**S2 statements**
6. I can describe the causes of a past conflict
7. I can evaluate and assess sources by using knowledge of a historical period.
8. I can investigate the possible causes of a past conflict and its impact on people at that time.
9. I can describe the motives of those involved in a significant turning point.
10. I can explain how people and events have contributed to the development of the Scottish Nation
11. I can evaluate of factors contributing to an event.

**HE:**
The Home Economics Department focusses on five main Significant Aspects of Learning in S1 and S2. These are:

1. Keeping safe and hygienic
2. Nutrition
3. Food and the consumer
4. Food product design and
5. Technologies

**Modern Languages**

In Modern Languages, pupils will develop communicative competence, an understanding of language rules and cultural awareness. Assessment in Modern Languages focuses on learners’ knowledge, understanding, skills, attributes and capabilities in the following significant aspects of learning:

1. Talking
2. Listening
3. Reading
4. Writing
Within the significant aspects of learning, pupils will be developing the following skills and capabilities:

- understanding and using a range of vocabulary
- understanding and using more complex sentences
- understanding and using a variety of spoken language
- producing oral responses and talks of greater length, complexity and accuracy
- understanding and using a range of texts
- deploying a range of reading strategies
- producing language for a variety of purposes
- producing written language with increasing complexity and accuracy

**Maths**

The numeracy and mathematics course aims to support learning by identifying key milestones for learners to achieve before moving on to the next stage of learning. The milestones are arranged into the five areas shown. Learners may be at different levels within each area as they progress through their broad general education.

1. Use my knowledge and understanding of the number system, patterns and relationships.
2. Use my knowledge and understanding of measurement and its application.
3. Use my knowledge and understanding of shape and space.
4. Research and evaluate data to assess risks and make informed choices.
5. Apply my numeracy and mathematical skills.

**Modern Studies**

**S1 Statements**

1. I can assess the impact of factors contributing to inequality in society.
2. I can present my findings in a structured and organised response.
3. I can describe current political issues.

On-going skills in S1 and S2

4. I can interpret sources and evidence to present an informed view

**S2 statements**

5. I can describe the important features of international relations.
6. I can draw valid conclusions by comparing two contrasting contemporary societies

**Music**

1. **Performing Skills**: Learners will develop performing skills on two selected instruments. They will play level-specific sections of music with sufficient accuracy while maintaining the musical flow.
2. **Composing Skills**: learners will use their knowledge of music styles and concepts when creating their own music. They will experiment with and use straightforward compositional methods and simple music concepts in imaginative ways.
3. **Understanding Music**: by listening to a range of music and music styles, learners will develop their understanding of level-specific music concepts. They will develop the ability to
distinguish between different music styles and sounds, and will be able to identify and recognise simple music signs and symbols used in music notation.
The Physical Education Department focuses on four main Significant Aspects of Learning in S1 and S2.

1. **Cognitive Skills** - students look at problem solving, focus and concentration, decision making and creativity.

2. **Physical Competencies** - students look at kinaesthetic awareness, balance and control, coordination and fluency, rhythm and timing and gross and fine motor skills.

3. **Personal Qualities** - students look at motivation, confidence and self-esteem, determination and resilience, responsibility and leadership, respect and tolerance and communication.

4. **Physical Fitness** - students look at their stamina, speed, core stability, strength and flexibility.

### Personal & Social Education

1. **Planning for Choices & Change** - Learners have experienced opportunities that were designed not only to raise awareness of future choices but also raise their expectations and aspirations. They also have had the opportunity to develop skills for personal planning and make decisions in the context of curriculum, learning and achievement that has prepared them for next stages in life. Learners have also experienced activities that have enabled them to develop the skills and attributes they need in order to help them achieve and sustain a positive destination after school. Our young people have been encouraged to develop high levels of skill and also an understanding of the world of work, training and lifelong learning.

2. **Substance Misuse** - Learners develop their understanding of the use and misuse of different substances including over the counter and prescribed medicines, alcohol, drugs, tobacco and solvents including legal highs. They explore and develop their understanding of the impact of risk-taking behaviour on their life choices. This will enable learners to make informed personal choices with the aim of promoting healthy lifestyles.

3. **Relationships, sexual health and parenthood education** - is an integral part of the PSE programme within the school. Pupils will gain knowledge appropriate to their age and stage of education. This particular aspect of the curriculum is intended to enable pupils to build positive relationships as they grow older. The aim is to help young people make informed, responsible and healthy choices about their lives.

### Religious & Moral Education (RMPS)

In S1 and 2, we focus on the human condition (what does it mean to be), and examine the attempts to resolve this fundamental philosophical problem through the 6 different world religions. Students look at what it means to be human, what is our relationship with God (if any), and what is the purpose of our existence, as taught through Christianity, Judaism, Hinduism, Sikhism, and Buddhism. The following aspects of learning are used as means to help understand the progress of our learners.

1. Understanding the religious and cultural diversity of Scotland and across the world through learning about Christianity and World Religions

2. Investigating religious beliefs, values, issues, traditions and practices through a range of primary and secondary sources

3. Encountering religious diversity through contact with people of faith

4. Developing skills and attributes to make well-judged moral and ethical decisions and to justify personal beliefs and values.
Science

There are eight Significant Aspects of Learning for Science in Curriculum for Excellence. Four cover the knowledge aspects, and four the skills and topical science aspects of the curriculum. We teach twelve topics so pupils can experience smaller chunks of similar knowledge in an order that encourages them to draw links between concepts that have themes in common. This also gives the opportunity to repeat skills work in different contexts because this becomes a large part of assessment in the Senior Phase. Some of our topics cover more than one Significant Aspect so pupils will not have an opportunity to achieve a Significant Aspect until some way through S2 in most cases.

1. Planet Earth
2. Forces, Electricity & Waves
3. Biological Systems
4. Materials
5. Topical Science
6. Inquiry and investigative skills
7. Scientific analytical thinking skills
8. Skills and attributes of scientifically literate citizens