

| Term 1 | S1 Social Subjects | S2 Geography | S3 Geography |
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| Topic | Weathering the weather | Lost Lands | Why don't we get hurricanes? Why do people move? Why do we study the oceans? |
| | A study of the 7 elements of weather with reference to Scotland and the United Kingdom. These descriptions and explanations are then compared to different parts of the world including Burkina Faso. | Examining 3 biomes across the world (tundra/hot desert/tropical rainforest) to discover the climate, flora and fauna, human activities and the future of each. Each biome is described, explained and compared in depth with focus on communities within these areas (Sami/Sahel/Brazil) | A study of how storms form, their effects and responses and an investigation of current climatic conditions to explain why the UK does not suffer from tropical revolving storms. Looking into the factors at the heart of migration, the impact that migration has on people and the countries involved and what the future of migration may look like on origin areas (Syria) and destinations (Sweden). With a focus on how human activity is impacting the oceans and areas such as the Great Barrier Reef, an introduction to how these environments are changing and what can be done about it. |
| Home learning | How is extreme weather caused? https://clickv.ie/w/srAx | Planet Earth https://www.bbc.co.uk/iplayer/episodes/b006mywy/planet-earth | Tracking Hurricanes https://www.nesdis.noaa.gov/imagery/hurricanes/live-hurricane-tracker Migration stories https://www.careinternational.org.uk/news-stories/danas-story-we-all-want-the-best-for-our-children/ Blue Planet https://www.bbcearth.com/shows/blue-planet |

| Term 2 | S1 Social Subjects | S2 Geography | S3 Geography |
|---------------|--|---|--|
| Topic | What can maps show us? | Hazardous Lands | Why are people living longer? How does water move across the land? |
| | An investigation building on mapping work in P7 to discover what maps of the UK can be used for ranging from promotional material, planning events and altering 2D into 3D model making. | An exploration of the earth's structure and what movements within these layers can cause, with a focus on volcanic eruptions and earthquakes in Iceland, Italy and the Solomon Islands. Description and explanation of these events, what effects they bring and how these can be mitigated in the future. | Examining the multitude of reasons why global life expectancy is increasing. Comparison of the UK to a range of locations (Nepal/Bhutan/Mali) to create conclusions for data-based patterns and a study of how and why countries at lower levels of economic development differ. Discovering how water can shape the landscape of the UK by explaining river formations (waterfalls/meanders) and evaluating how those same rivers can cause negative impacts on communities in areas such as South West England. |
| Home learning | OS mapping games https://www.ordnancesurvey.co.uk/mapzone/ | Stop disasters game https://www.stopdisastersgame.org/ | Stop disasters (flood focus) https://www.stopdisastersgame.org/ |

| Term 3 | S1 Social Subjects | S2 Geography | S3 Geography |
|---------------|---|--|--|
| Topic | Crime Scenes | Crowded Lands | Why is the climate changing? How does disease affect a country? |
| | A fieldwork based investigation into the local area, with a focus on the possibility of crime and how to limit these possibilities. These investigations are then presented to local police officers. | Describing global patterns of population density and explaining possible reasons for these. Using these reasons to examine an urban landscape (Edinburgh) and producing a presentation on how places and spaces within a crowded land are different and can change. | An investigation that connects the threads of climate change mentioned throughout S1-3, focusing on describing and explaining the causes, effects and responses to climate change with links to National level study. Discovering the impact that 3 diseases (Malaria/HIV and Heart Disease) have on individual, communities and countries in the short and long term. |
| Home learning | Data collection outside of class to enhance conclusions- revisit your sites at different times of day- does it make a difference to the data you collect? | Comparing places edinburgh-by-numbers-2023 | Climate Change- the facts Pandemic board game (available from libraries) |

| Term 1 | S1 Social Subjects | S2 History | S3 History |
|---------------|---|--|--|
| Topic | What Makes Scots? | Empires Marseum | The Trade in Enslaved African People Co-operation and conflict: The Causes of WW1, 1900-1914 |
| | What is the History of the Scottish nation? Students explore why tribes settled in Scotland in the Middle Ages. We will discuss the impact those tribes have had on the life and culture of Scotland. | <p>The S2 course begins by asking What is an empire? Why have one? We explore famous empires such as the Mongolian and British Empires.</p> <p>The Marseum unit from August explores the significance of heritage and culture in the exploration of the purpose of museums. Pupils research a historical theme of their choice and show their learning by creating an exhibition of their choice for visitors from Mars.</p> | <p>Students begin by looking at the diverse cultural heritage of the Continent of Africa before exploring the origins of the triangular slave trade by European empires of the 17th century. Students develop their source handling and short essay skills by examining resistance to enslavement in the Caribbean, abolition and the role Scotland played in this part of History. Students visit locations near the school with links to Africa.</p> <p>The 2nd part of the term focuses on the Causes of WW1.</p> |
| Home learning | Discuss your heritage at home. Do you have a family tree? Is your family from beyond Edinburgh? Find out more. | Engage in virtual museum tour of your choice https://artsandculture.google.com/project/streetviews | Search the database for people in Scotland who received compensation after the Abolition of enslaved people in British colonies. |

| Term 2 | S1 Social Subjects | S2 History | S3 History |
|---------------|---|--|--|
| Topic | Dead Scots | Holocaust | The Era of The Great War, 1900- 1928 |
| | Who is the most significant Dead Scot of them all? Someone whose impact influenced the national or international stage? This unit helps to develop your research and presentation skills. | Students will study of one of the most horrifying examples of prejudice in action – the Holocaust. Developing the <i>short essay skills</i> throughout, we examine the escalation of persecution in 1930s Germany and consider what impact these events had on the Jewish and non Jewish population. | How did WW1 impact soldiers on the Western Front as well as those back home? Did Women's' contribution to WW1 bring about greater equality in the law? Weapons, recruitment and propaganda are all investigated. |
| Home learning | Find out more about famous Scots https://www.scotland.org/about-scotland/our-people/famous-scots They've got to be dead though! | Find out more about Jewish refugee children who came to Scotland on the Kindertransport and discuss with your young learner. https://www.bbc.co.uk/news/uk-scotland-46222818 | Watch the film They Shall Not Grow Old using your young learner's ClickView login https://clickv.ie/w/Yolz |

| Term 3 | S1 Social Subjects | S2 History | S3 History |
|---------------|--|--|--|
| Topic | Gruesome Edinburgh | 1960s | World war 1 Research Project |
| | Does Edinburgh deserve the to be known as Gruesome? Students explore some of Edinburgh's murkiest points in History and develops the <i>comparison</i> and <i>judgement</i> skills as we progress. | Against the backdrop of the Cold War, tensions were high in the 1960s. On subjects as diverse as the war in Vietnam, women's rights, civil rights, the environment, music, and the way people wore their hair, everyone had an opinion. The enquiry based learning unit allows students to explore a topic of their interest from the 1960s. | This topic begins where the last one ended. The end of WW1 brings harsh changes to Germany with the Treaty of Versailles and inflation. How did this lead to the rise of Hitler and the Nazi party? |
| Home learning | Examine pictures and stories of Old Edinburgh together https://www.ourtownstories.co.uk | Encourage your young learner to find out more about a topic that had a social, political or technological impact on society in Britain, Europe or the wider world. | Examine some photographs and stories from Edinburgh during WW1 https://www.ourtownstories.co.uk/story/1590-edinburgh-in-world-war-one-1914-1918 |

| Term 1 | S1 Social Subjects | S2 Modern Studies | S3 Modern Studies |
|---------------|--|--|--|
| Topic | Representation | People, power and politics | Social issues in the UK |
| | Who represents us and how do they get in power? Students learn about democracy in Scotland and the UK, looking at political parties and their policies get a first hand insight into what it takes to be elected as a representative in the Scottish Parliament by holding their very own mock election. | How does life in the UK compare to life elsewhere in the world? Who represents the big global superpowers and how do we define inspirational people? Students will look at different political systems across the globe and look at how citizens can take politics into their own hands and create change for the greater good. Students look at global issues and create their very own pressure groups about a topic they feel strongly about. | Why do people commit crime? Students look at the causes and consequences of crime in Scotland and the UK and explore the criminal justice system. Is society unequal? Students look at inequalities that exist across the UK to understand why they exist and explore what the government does to tackle such issues. Students learn how to use evidence to support judgements and the ability to accept both sides on going contemporary arguments. |
| Home learning | If you would like to help your young learner, make sure they are keeping up to date with the news and current affairs. | If you would like to help your young learner, make sure they are keeping up to date with the news and current affairs. | If you would like to help your young learner, make sure they are keeping up to date with the news and current affairs. |

| Term 2 | S1 Social Subjects | S2 Modern Studies | S3 Modern Studies |
|---------------|--|--|---|
| Topic | Crime in Scotland | Global superpower: China | Media and Representation |
| | <p>Once known as one of the most violent countries in the world, is crime still an issue in Scotland? Students look at the causes and consequences on crime in Scotland not only on us as individuals but society as a whole. Students will learn the roles and powers of the police and how we can tackle crime. Students have to use their knowledge to come up with their own campaign to tackle crime in Scotland.</p> | <p>What makes China powerful? Students will learn how to compare life here in Scotland to life in China. They will explore the similarities and differences of citizens experiences in China to life here in Scotland and explore the influence that China has over the world. Students will learn how to develop their explanation skills and reach conclusions on the impact different political systems can have on the lives of ordinary people.</p> | <p>Can we trust everything we see? Students will explore the roles and influence of media platforms in Scotland and across the world. Does social media negatively impact us? They will learn how to identify reliable sources, spot fake news and conspiracy theories and understand the influence that the media has on our day to day lives. Students will start to explore the influence of the media on Scottish democracy and develop their source handling skills.</p> |
| Home learning | <p>If you would like to help your young learner, make sure they are keeping up to date with the news and current affairs.</p> | <p>If you would like to help your young learner, make sure they are keeping up to date with the news and current affairs.</p> | <p>If you would like to help your young learner, make sure they are keeping up to date with the news and current affairs.</p> |

| Term 3 | S1 Social Subjects | S2 Modern Studies | S3 Modern Studies |
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| Topic | Rebuilding Edinburgh | Hot Topics | Global superpowers: USA |
| | <p>Is there such a thing as a perfect society? Students will be given the opportunity to put their learning about democracy and social issues into practice by rebuilding Edinburgh from scratch. They will be given the opportunity to digitally redesign our city and life as we know it.</p> | <p>What are the biggest issues facing us in Scotland and the UK? Students will explore 8 of the contemporary issues heavily debated across the UK and discuss how we can resolve these issues. They will develop their source handling skills to reach a number of judgements on issues that are polarised in society such as 'Should Scotland be independent?' And 'Does gender inequality still exist?' Students will then be given the opportunity to research and explore an important contemporary issue of their choice.</p> | <p>Is the US still the protector of the free world? What makes a good president? Students will explore social, political economic issues and factors from across the pond and compare these to life here in Scotland. Students will assess the influence of the USA on Scotland and decide whether the USA should retain its label of the worlds superpower. Students will be given the opportunity to develop their debating skills over key issues such as the right to bear arms and the argument for universal health care.</p> |
| Home learning | If you would like to help your young learner, make sure they are keeping up to date with the news and current affairs. | If you would like to help your young learner, make sure they are keeping up to date with the news and current affairs. | If you would like to help your young learner, make sure they are keeping up to date with the news and current affairs. |

| Term 1 | S1 RME | S2 RME | S3 RME |
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| Topic | Martin Luther King Jr | Hinduism Islam | Sikhism Environment as a moral issue |
| | <p>This topic enables pupils to begin to build the skills they need for success in High School RME, as they share and extend prior learning from Primary School around subjects such as Black Lives Matter, Rosa Parks and Martin Luther King Jr.</p> <p>Links are made to Drummond's focus on anti-racism, including the annual poster competition that takes place during Black History Month in October.</p> | <p>How many Hindus are there in Scotland? What about worldwide? How many Muslims are there in Scotland? How many Muslims are there worldwide? What is this as a percentage of the global population?</p> <p>As pupils learn about two of the world's largest religions they are encouraged to think about how people's beliefs affect their lives. This is part of an ongoing process of reflection in RME – what do I believe? What do I value? How does this affect how I live?</p> | <p>As pupils learn about Sikhism they continue to think about how people's beliefs affect their lives.</p> <p>As we study the environment topic many cross-curricular links are made. Pupils are encouraged to reflect honestly on their beliefs about the environment and actions in relation to this.</p> <p>Pupils continue to build the skills they will need for success in senior phase, include describing, explaining, analysing and evaluating. Critical thinking skills are encouraged.</p> |
| Home learning | If you would like to help your young learner, give them the opportunity to discuss the topics they are covering in class at home. | If you would like to help your young learner, give them the opportunity to discuss the topics they are covering in class at home. | If you would like to help your young learner, give them the opportunity to discuss the topics they are covering in class at home. |

| Term 2 | S1 RME | S2 RME | S3 RME |
|---------------|---|--|--|
| Topic | Autumn and Winter Festivals | War as a moral issue | Environment as a moral issue |
| | <p>In the S1 Festivals unit we explore a wide range of religious and secular celebrations that happen during the autumn and winter months each year.</p> <p>The themes of light and darkness are explored in a range of contexts.</p> <p>Analysis skills are introduced as pupils are given the opportunity to compare and contrast similarities and differences in celebrations.</p> | <p>By studying war as a moral issue you will become more aware of how your own beliefs and values might affect your actions. You will develop the ability to describe different views and to confidently explain your own opinion, supported with reasons.</p> <p>You will also develop your evaluation skills as you apply Just War Theory to WW2 – a conflict you have been learning about in S2 History this year as well as RME.</p> | <p>As we continue with our environment topic pupils are encouraged to reflect honestly on their beliefs about the environment and actions in relation to this.</p> <p>Environmental justice is explored, including the concept of environmental racism. Pupils are encouraged to think about practical actions that can be taken to address inequalities, alongside environmental issues.</p> <p>Pupils continue to build the skills they will need for success in senior phase, include describing, explaining, analysing and evaluating.</p> |
| Home learning | If you would like to help your young learner, give them the opportunity to discuss the topics they are covering in class at home. | If you would like to help your young learner, give them the opportunity to discuss the topics they are covering in class at home. | If you would like to help your young learner, give them the opportunity to discuss the topics they are covering in class at home. |

| Term 3 | S1 RME | S2 RME | S3 RME |
|---------------|--|---|--|
| Topic | My Beliefs Christianity Animal Rights | Anne Frank Judaism Human Rights | Religious and philosophical questions Buddhism Non-Religious views |
| | <p>Pupils have the opportunity to discuss their own beliefs before our first World Religion unit focuses on Christianity, the largest religion in Scotland.</p> <p>By studying animal rights as a moral issue we become more aware of how our beliefs and values might affect our actions. A key skill to develop is the ability to listen respectfully to the views of others as well as to confidently express your own opinion.</p> | <p>Pupils learn about how antisemitism affected the life of Anne Frank, a Jewish teenager in World War 2. Pupils then go on to develop knowledge and understanding of Judaism as a world religion.</p> <p>By studying human rights as a moral issue pupils become more aware of how their own beliefs and values might affect their actions.</p> <p>Pupils continue to develop the ability to explain their own opinions, supported with reasons.</p> | <p>Religious and Philosophical Questions – you will develop your evaluation skills as we consider philosophical arguments for and against the Existence of God. You will develop debating skills as you engage with the view of others as well as confidently expressing your own opinion.</p> <p>This term you will also develop your knowledge and understanding of Buddhism, Humanism and Utilitarianism.</p> |
| Home learning | If you would like to help your young learner, give them the opportunity to discuss class topics at home. | If you would like to help your young learner, give them the opportunity to discuss the topics they are covering in class at home. | If you would like to help your young learner, give them the opportunity to discuss the topics they are covering in class at home. |