

Subject	Overview	Type of tasks covered in class	Home learning to support in class progress	Any other info	
EXPRESSIVE ARTS FACULTY	<b>Music (January to March)</b>	We are learning to recognise and understand music symbols and notation. We are developing our performing skill on starting with glockenspiel to perform music with confidence and accuracy using notation/ sheet music @L3	Music literacy tasks and workbook. Performing, as a whole class and small groups, focussing on developing skills on glockenspiel	Practicing instrument at home if they have access or in school (before school and after school by arrangement with class teacher )	Students receiving IMS tuition should ensure they attend their weekly lessons practice in their own time.
	<b>Music (April to June)</b>	We are developing our understanding of music literacy. We are developing our performing skill on keyboard to perform music with confidence and accuracy using 2 hand coordination from notation/ sheet music @L3 & L4	Music literacy tasks and workbook. Performing individually on keyboard or piano (if they have prior learning on piano).	Practicing instrument at home if they have access or in school (before school and after school by arrangement with class teacher )	Students receiving IMS tuition should ensure they attend their weekly lessons practice in their own time.
	<b>Film and Screen (January to March)</b>	We are continuing to develop our skills in planning, filming, and editing short film and screen products while also building on our collaboration skills. We will also be developing our use of film and screen language. Most learners will be working at L3.	The class will begin working together in groups to create their own fiction film. As a small film crew, they will work together to plan and create their fiction film, carrying out tasks from pre-production through to post-production.	Any time you watch together is an opportunity to revise skills. What does your young person notice about the film? Can they explain what crew would have to do to create the film? Can they talk about what the filmmaker was trying to achieve?	All learners should be coming to every lessons with their iPad fully charged.
	<b>Film and Screen (April to June)</b>	We will be developing our critical and cultural knowledge and skills while also gaining confidence in using film and screen language. We will also learn more about filmmaking departments and the crew roles that go into creating a feature film. Most learners will be progressing in L3. Some may begin to work towards L4.	The class will watch a feature film and discuss this in terms of film and screen language. They will also begin to reflect on the impact of a film on the audience, as well as considering what films might say about different cultures, beliefs and ideas. Learners will create a review response to the feature film and will have a choice in how they present their ideas.	Any time you watch together is an opportunity to revise skills. What does your young person notice about the film? Can they explain what crew would have to do to create the film? Can they talk about what the filmmaker was trying to achieve?	All learners should be coming to every lessons with their iPad fully charged.
	<b>Art and Design (January to March)</b>	"Developing our knowledge and understanding of the Design Cycle Continuing to develop our understanding of colour theory. Developing knowledge and understanding of the printmaking processes. An introduction to Design History through designers like Timorous Beasties/ William Morris "	"Classes will be working on their Understanding a Design brief and the steps in creating a solution to the design tasks set. As well as gaining knowledge and understanding of how to create and ink up a printing plate. They will explore the Repeating pattern. Investigate and present information on designers like Timorous Beasties/ William Morris"	"Students should be encouraged to draw/make art at home if possible to promote creativity and self expression. Edinburgh has many free art galleries and Museums visit and discuss what you see."	All learners should be coming to every lessons with their iPad fully charged.

<b>Art and Design (April to June)</b>	<p>Developing our knowledge understanding of following creative project through different stage like investigation, development and final artwork. Linking top the senior year. Working with drawing and painting materials learning new techniques and becoming aware of their properties. Learning to use them with control and confidence. Building understanding of artist and art history developing strategies to talk and write about their work.</p>	<p>The class will work through the stages of an expressive project. Using drawing and painting materials reinforcing prior knowledge and learning new techniques. Working with 3D materials learning new techniques reinforcing prior knowledge and learning new techniques. Understanding the Visual elements of art and design and specialist language connected to the topic. Writing about artists selected by teacher that are relevant and interesting to the young people and the project. For example Matisse for 3D construction and Wayne Thiebaud for painting</p>	<p>"Students should be encouraged to draw/make art at home if possible to promote creativity and self expression. Edinburgh has many free art galleries and Museums visit and discuss what you see."</p>	<p>All learners should be coming to every lessons with their iPad fully charged.</p>
<b>Drama (January to March)</b>	<p>We are continuing to develop our skills in group work, using script, presenting /being a part of an audience and understanding of production areas. Most learners will be working at L3.</p>	<p>Classes will be working to develop their presenting skills sharing work with their class, annotating scripts, completing characterisation tasks in small groups and exploring the production areas working in our drama studio with lighting, sound, props, and costume.</p>	<p>They can join drama groups outside of school. They can watch or read some online plays. Lastly, they could attempt to create their own drama/play ideas</p>	<p>All learners should be coming to every lesson with their iPad fully charged.</p>
<b>Drama (April to June)</b>	<p>We introduce characterisation techniques to S1. We cover hot seating, character cards and writing in role. Most learners will be progressing in L3. Some may begin to work towards L4.</p>	<p>Small groups are used for hot seating. S1 lead learning creating their own questions and have roles within their group e.g. timekeeper. Digital learning will be used to support their literacy for character card and writing in role being independent tasks.</p>	<p>Students should be encouraged to think about the use of open and closed questions practicing on those at home if possible. This promotes curiosity and higher order thinking skills.</p>	<p>All learners should be coming to every lessons with their iPad fully charged.</p>
<b>FCT (January to March)</b>	<p>To gain knowledge and understanding of current healthy eating advice. To be able to create a healthy eating plan. To enjoy preparing and eating a diversity of foods in a range of social situations. Having learned about cleanliness, hygiene and safety, to apply these principles and their importance to health and wellbeing.</p>	<p>Learners are focusing on a different nutrient each week, learning about their functions and sources. They will make a range of dishes and will be able to identify the nutrients in them and benefits to health. They will get assessed at the end of the unit with a written assessment and a presentation in class.</p>	<p>If learners can practice basic cookery techniques at home then this would be beneficial.</p>	
<b>FCT (April to June)</b>	<p>Through exploration and discussion, I can understand that food practices and preferences are influenced by factors such as food sources, culture and religion.</p>	<p>Learners are focusing on a different country each week, learning about their culture and its impact on their food choices. They will make a range of dishes and will explore different flavours from various backgrounds. They will get assessed at the end of the unit demonstrating their knowledge on an information leaflet. At the end of the unit they will challenge their creativity by designing and baking a colourful focaccia.</p>	<p>If learners can practice basic cookery techniques at home then this would be beneficial. Learners will have the opportunity to research their own cultural background as a homework task.</p>	

**HEALTH AND WELLBEING FACULTY**

<p><b>PE - January</b></p> <p>1A1 Tues 6th Jan – Tues 27th Jan</p> <p>1C1 Thurs 5th Feb – Thurs 5th Mar</p> <p>1B1 Thurs 8th Jan – Thurs 29th Jan</p> <p>1B2 Tues 6th Jan – Tues 27th Jan</p>	<p>The focus will initially involve a short swimming assessment and a discussion around Pool Safety Procedures. The swimming block will focus on pupils' determination and resilience and their use in terms of improving water confidence and ability with an emphasis on improving backcrawl and front crawl technique.</p>	<p>Water confidence Floating, safe entry and exit to the pool, treading water, swimming under water, surface dive Stroke development Front crawl, back crawl, breaststroke</p>	<p>Pupils are assigned a Microsoft Form at the end an activity block to be complete on their iPads. The form includes self-evaluation of strength and development needs, the opportunity to demonstrate literacy skills and their knowledge of content learned. For example, rules, skills and how the game is played. The form also gives pupils the chance gives feedback to their teacher as part of our wider school drive to hear more of our pupils' voices ad to inform planning for the BGE moderation cycle. For example, what would make the block better next time?</p>	<p>Please make sure your pupil has the following essential items:</p> <ul style="list-style-type: none"> <li>· Suitable swim wear</li> <li>· Towel</li> </ul> <p>We have a limited supply of swim caps and goggles. If pupils have their own, they are encouraged to bring them. Pupils do not require money for lockers and leisure attendance lock the cubicles.</p>
<p><b>PE - Feb-March</b></p> <p>1A1 Tues 3rd Feb – Tues 3rd Mar</p> <p>1C1 Thurs 8th Jan – Thurs 29th Jan</p> <p>1B1 Thurs 5th Feb – Thurs 5th Mar</p> <p>1B2 Tues 6th Jan – Tues 27th Jan</p>	<p>The focus is to develop skills in badminton, develop knowledge of rules and develop awareness of court boundaries in a fun and competitive environment.</p>	<p>Skill acquisition for different shots using repetition. Importance on developing footwork to move around the court. Introduction to basic tactics. For example, moving opponents around the court. Umpiring to develop numeracy, decision making and communication skills</p>	<p>Pupils are assigned a Microsoft Form at the end an activity block to be complete on their iPads. The form includes self-evaluation of strength and development needs, the opportunity to demonstrate literacy skills and their knowledge of content learned. For example, rules, skills and how the game is played. The form also gives pupils the chance gives feedback to their teacher as part of our wider school drive to hear more of our pupils' voices ad to inform planning for the BGE moderation cycle. For example, what would make the block better next time?</p>	<p>1A1 will travel to Meadowbank for this activity block as they clash with senior classes on the timetable. Any pupil wishing to play more badminton can attend the lunchtime club every Thursday in the Games Hall.</p>
<p><b>PE</b></p> <p>All classes will complete rugby block week beginning Mon 9th Mar and finish week ending Thurs 2nd April</p>	<p><b>Touch Rugby</b></p> <p>The focus is to develop basic skills in rugby, develop knowledge of rules and develop awareness of tactics in a fun and competitive environment.</p>	<p>Skill acquisition for different skills required to play the game such as passing, receiving and touch tackling. Importance on developing pupils' ability to move into space and move the ball towards the try-line to score.</p>	<p>Pupils are assigned a Microsoft Form at the end an activity block to be complete on their iPads. The form includes self-evaluation of strength and development needs, the opportunity to demonstrate literacy skills and their knowledge of content learned. For example, rules, skills and how the game is played. The form also gives pupils the chance gives feedback to their teacher as part of our wider school drive to hear more of our pupils' voices ad to inform planning for the BGE moderation cycle. For example, what would make the block better next time?</p>	<p>All classes will travel to Meadowbank for this block by private bus. In the case where more than one class are timetabled at the same time, both classes will join together. The block is delivered in partnership with Leith Rugby Club. Leith Rugby also run extra-curricular clubs for pupils who would like to play more rugby at the following times:</p> <ul style="list-style-type: none"> <li>· Wednesday – Lunchtime – DCHS Astro</li> </ul>

	<p><b>PE</b> All classes will complete athletics block week beginning Tues 21st Apr to week ending Fri 29th May</p>	<p><b>Athletics</b> The focus is to develop key techniques for different athletics events. Pupils will have the opportunity to compete in a fun environment and develop an awareness of their strengths and weaknesses.</p>	<p>Pupils are introduced to different track and field disciplines. For example, sprints and longer distance running as well as throwing and jumping events. Pupils will gain points for a fun year group competition depending on how fast they run and how far they throw and jump.</p>	<p>Pupils are assigned a Microsoft Form at the end of an activity block to be complete on their iPads. The form includes self-evaluation of strength and development needs, the opportunity to demonstrate literacy skills and their knowledge of content learned. For example, rules, skills and how the game is played. The form also gives pupils the chance to give feedback to their teacher as part of our wider school drive to hear more of our pupils' voices and to inform planning for the BGE moderation cycle. For example, what would make the block better next time?</p>	<p>All classes will travel to Meadowbank for this block by private bus. We have an annual whole school sports day (Friday morning) in June at Meadowbank stadium. There are competitive, medalled athletics events to include track and field alongside football/volleyball tournaments and traditional fun events like tug of war, three legged/sack race.</p>
	<p><b>Social Subjects (January to March)</b></p>	<p>What can maps show us?</p>	<p>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.</p>	<p>OS mapping games: <a href="https://www.ordnancesurvey.co.uk/mapzone/">https://www.ordnancesurvey.co.uk/mapzone/</a></p>	
		<p>Dead Scots</p>	<p>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.</p>	<p>Find out more about famous Scots <a href="https://www.scotland.org/about-scotland/our-people/famous-scots">https://www.scotland.org/about-scotland/our-people/famous-scots</a>. They've got to be dead though!</p>	
		<p>Crime in Scotland</p>	<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.</p>	<p>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><b>SOCIAL SUBJECTS AND RME FACULTY</b></p>	<p><b>Social Subjects</b></p>	<p>Crime Scenes</p>	<p>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.</p>	<p>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?</p>	
		<p>Gruesome Edinburgh</p>	<p>Does Edinburgh deserve to be known as Gruesome? Students explore some of Edinburgh's murkiest points in History and develops the comparison and judgement skills as we progress.</p>	<p>Examine pictures and stories of Old Edinburgh together <a href="https://www.ourtownstories.co.uk">https://www.ourtownstories.co.uk</a></p>	
		<p>Rebuilding Edinburgh</p>	<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>If you would like to help your young learner, make sure they are keeping up to date with the news and current affairs.</p>	

<b>RME (January to March)</b>	Autumn and Winter festivals	<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>If you would like to help your young learner, give them the opportunity to discuss the topics they are covering in class at home.</p>	
<b>RME (April to June)</b>	My Beliefs Christianity Animal Rights	<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>If you would like to help your young learner, give them the opportunity to discuss class topics at home.</p>	
<b>Science</b> 1.1 11/1/26 – 13/1/26  1.2 11/1/26 – 13/1/26  1.3 23/2/26 – 27/3/26  1.4 30/3/26 – 29/5/26  1.5 30/3/26 – 29/5/26	Elements and Chemical Reactions	<p>Pupils will cover concepts such as elements and the periodic table. We will then work on separating mixtures and compounds before covering physical versus chemical changes and reaction rate. Throughout this topic pupils will get the opportunity to investigate properties of different elements and how they are set up in the periodic table, separate different mixtures, make compounds and split them, observe different physical and chemical changes and investigate how reaction rate can be controlled.</p>	<p>For each topic:</p> <p>Pupils will complete a knowledge and understanding homework which is assessed via a Microsoft form and posted on Teams.</p> <p>Pupils will also complete a paper-based problem solving homework.</p> <p>There is a test at the end of each topic and revision materials are shared to support this including review questions and digital flashcards.</p>	
<b>SCIENCE FACULTY</b>	Energy and Climate Change	<p>Pupils will cover concepts such as energy, energy transfers and fuels. We will then work on climate change and its effects before covering renewable energy sources.</p> <p>Throughout this topic pupils will get the opportunity to observe energy transfers, burn fuels, investigate climate change and its impact on one particular species, observe renewable energy in action and research its pros and cons.</p>	<p>For each topic:</p> <p>Pupils will complete a knowledge and understanding homework which is assessed via a Microsoft form and posted on Teams.</p> <p>Pupils will also complete a paper-based problem solving homework.</p> <p>There is a test at the end of each topic and revision materials are shared to support this including review questions and digital flashcards.</p>	

<b>Science</b> 1.1 30/3/26 – 29/5/26	Biodiversity and Photosynthesis	Pupils will cover concepts such as biodiversity and how it can be measured. We will then work on food chains and food webs before covering photosynthesis and the importance of plants.  Throughout this topic pupils will get the opportunity to research different species, investigate woodlice behaviour, make food chains and webs, test leaves for starch and research the importance of plants.	For each topic: Pupils will complete a knowledge and understanding homework which is assessed via a Microsoft form and posted on Teams. Pupils will also complete a paper-based problem solving homework. There is a test at the end of each topic and revision materials are shared to support this including review questions and digital flashcards.	
1.2 30/3/26 – 29/5/26				
1.3 11/1/26 – 13/1/26				
1.4 23/2/26 – 27/3/26				
1.5 23/2/26 – 27/3/26				