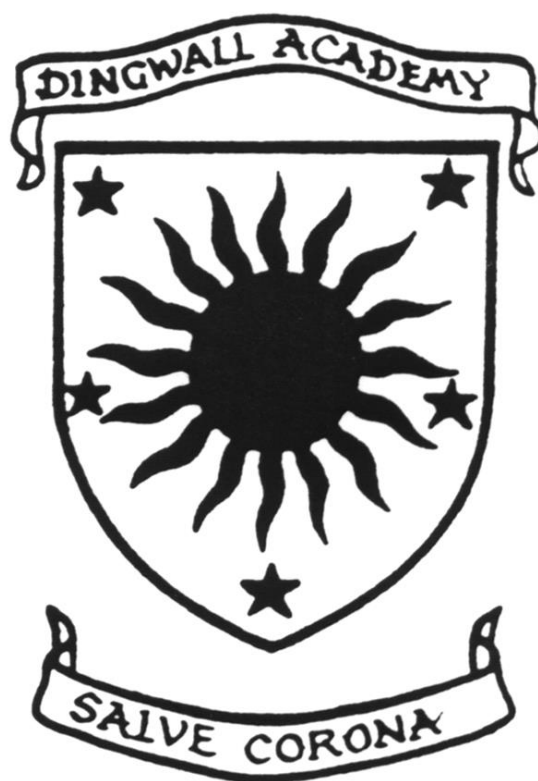


DINGWALL ACADEMY



**Courses in the
Broad General Education**

2018/2019

Dear Pupil

I am delighted to welcome you to Dingwall Academy and to introduce this information booklet. This booklet contains important information and will help make your move to Dingwall Academy as smooth as possible.

Moving from primary to secondary school is an exciting time but it can also be a slightly anxious time. This is very normal and everyone in the Academy will work to make sure that you settle into the school as quickly as possible. Lots of things will be different – the school is much bigger, you will have lots of different teachers, you will learn new subjects and you will meet new friends. These are all exciting changes and I hope that you will make the most of all the challenges and opportunities that Dingwall Academy will offer you.

The courses that you will follow until the end of S2 are detailed in this booklet. During the week you will also have 3 periods of Physical Education, 1 period of Personal and Social Education and 1 period of House Tutor Time.

The 3 day visit in June is an important time and you will receive lots of new information during these days. It is important that you make the most of this visit and use the time to ask any questions and to clear up any concerns you might have.

I hope that you enjoy reading this booklet at home and find the information interesting and informative. If you or anyone at home have any questions about the booklet or the transition to secondary school please do not hesitate to contact the school. The Senior Management Team and Pupil Support staff will also be available to answer questions at the P7 information evening on Thursday 21st June.

Further information on Dingwall Academy can be found in our School Handbook which is on our website www.dingwallacademy.com

I very much look forward to welcoming you here for S1 and the start of your time at Dingwall Academy.

Yours sincerely

A handwritten signature in black ink that reads "Karen A. Cormack". The signature is written in a cursive style with a period at the end.

Mrs K Cormack
Head Teacher

Curriculum for Excellence

The purpose of Curriculum for Excellence is to provide children and young people with skills for learning, skills for life and skills for work through learning and teaching which is relevant to our changing world.

The knowledge, skills and attributes that pupils at Dingwall Academy will develop will allow them to demonstrate four key capacities – to be successful learners, confident individuals, responsible citizens and effective contributors.

Broad General Education

Every child is entitled to experience a broad general education up to the end of S3. To provide a more cohesive experience, Curriculum for Excellence sets out eight curriculum areas, rather than traditional subjects.

- Health and wellbeing
- Expressive arts
- Languages
- Mathematics
- Technologies
- Social studies
- Sciences
- Religious and moral education

There is also a focus on Literacy and Numeracy across all curriculum areas.

The First Year Experience

At Dingwall Academy pupils will follow a curriculum which is made up from the eight curriculum areas. Departments and faculties have been reviewing the pupil experience to ensure that it is engaging, promotes active learning and builds on the knowledge and skills developed in primary school.

The S2/3 Curriculum

As pupils progress into S2 and S3 they will continue to consolidate their learning in each of the curriculum areas. In S3 pupils will have the opportunity to personalise their curriculum by making options within the curriculum areas. A separate options booklet will be issued to pupils in S2.

The Senior Phase

As pupils move into S4 they will choose courses in specific subjects and prepare to be presented for the new national qualifications – National 3, National 4, National 5 and Higher (revised). The National 4 and National 5 qualifications replace Standard Grade and Intermediate qualifications.

ART & DESIGN

This course is designed to provide a stimulating whole art experience for all pupils and as a foundation for those pupils intending to take Art & Design in future years. The course aims are:

- to enable pupils to work with confidence in an Art & Design environment with due regard for health and safety
- to help pupils derive enjoyment and satisfaction from practical work in a variety of materials
- to help pupils derive enjoyment and satisfaction from graphical work in a variety of media
- to help pupils in the acquisition of technological information and skills
- to help pupils in the application of technological skills as used in Art & Design
- to help pupils be aware of the effect of art & design on the quality of life and the environment
- to be positive role models for pupils in their personal and social development
- to help pupils meet the four capacities for the Curriculum for Excellence.

Course Content

The themes used in the course are 'People', 'The Man-Made Environment' and 'The Natural Environment'. These are covered by the following:

- Drawing, painting, print-making and sculpture (Expressive Activities)
- Logos, T-shirt prints, posters, packaging and product design (Design Activities)
- Self-assessment of the pupil's own work and evaluation of the works of famous Artists, Designers and Architects (Critical Activities).

BRITISH SIGN LANGUAGE

This is a new and exciting course looking at improving communication skills for all pupils entering Dingwall Academy: it is accessible for both Deaf and hearing pupils.

The course will cover basic BSL and Deaf awareness including how the ear works. Standards and course content will follow the UK Occupational Language Standards.

In **S1**, course content will be covered during 1 period per week over a six week period, extracted from House Tutor class:

BSL: Fingerspelling alphabet, family, colour, number, time, following simple instruction

Grammar: What is BSL, word order

The **S2** course follows the learning intentions of all languages- basic social and transactional interactions enabling young people to share experiences with one another using BSL and spoken English.

Pupils will be filmed as part of their development in using BSL.

Embedded within the course young people will get the opportunity to learn deaf awareness: How the ear works, causes of hearing loss, types of hearing aids including cochlear implants, lip reading, specialist equipment, simple communication tactics and hearing dogs for the Deaf.

CRAFT DESIGN & TECHNOLOGY

This course is designed to provide a stimulating and enjoyable CDT experience for all pupils, and can serve as a foundation for pupils intending to take any of the individual subjects in later years.

The course aims are:

- To enable all pupils to work with confidence in a variety of Craft, Design and Technology environments, with due regard for Health and Safety.
- To provide pupils with an enjoyable learning experience where they can gain satisfaction from working in a practical way with different materials such as wood and plastic. Gain an understanding of computers in our world, problem solving with software for 3D modelling and promotional publications. Conventional and electronic sketching to communicate ideas and technical drawings for the production of items. Design work allowing pupils to link skills, develop their creativity and understanding of technology and the design process to provide working solutions.
- To help pupils appreciate the effect of Craft, Design and Technology on the quality of life and the environment.
- To provide opportunities for pupils to develop socially and personally, to develop Skills for Learning, Skills for Life and Skills for Work, and to meet the four capacities for Curriculum for Excellence.

S1 and S2 Course Content:

All pupils are provided with opportunities to take part in the four course areas during their time in S1 and S2:

Woodwork, Graphic Communication, Technology and Design

Health and Safety

Pupils are reminded that when in workshops, dangers to feet can arise from falling objects and sharp tools, therefore appropriate strong footwear should be worn. Shoes such as pumps, sandals and fabric trainers are not recommended and long hair must be tied back.

ENGLISH

The English course in first year aims to build on the achievements of pupils in primary school. A themed transition unit is introduced through staff visits to the associated primary schools, and continues through the first term in the Academy. During this year, S1 pupils will be exposed to a wide variety of literature and media texts. Communication skills are developed through opportunities to discuss, present and construct written responses to a range of texts.

In addition to consolidation of skills learnt in S1, the second year course will further prepare pupils for the new qualifications in English and Literacy, encouraging pupils to consider their roles in society, both through being given areas of responsibility in class project work and through writing reflectively about their experiences. Through the teaching of writing techniques, pupils will become more aware of audience and writing purpose, and links with the wider community are made.

HEALTH AND FOOD TECHNOLOGY

Pupils will not receive this subject in S1.

This course involves learning and teaching related to diet, health and wellbeing. The course is delivered through a range of practical activities. Pupils will work individually, in pairs and in groups. They will be encouraged to become confident individuals as they investigate the wide range of issues included in the course.

The specific areas of study are:

- Kitchen safety
- Food hygiene
- Healthy eating
- The study of nutrition relating to the dietary needs of individuals
- Dietary related diseases
- Consumer issues and law

HOUSE TUTOR

The House Tutor will be involved in the holistic support of a number of pupils which will enhance the existing pupil support system. In S1-S2, tutors will work with a group of pupils one period per week. Tutor groups will be arranged as house groups and each Tutor will liaise closely with the appropriate PT Support.

The House Tutor's role is central in both caring for pupils, monitoring their social, emotional and physical well-being and promoting a house ethos and identity.

The main aim of working with the Tutor Group is to get to know the pupils well and act as a mentor to encourage and support them to achieve their full potential.

Regular interaction with the pupils should therefore be part of every session in order to:

Contribute to the promotion of positive behaviour, encourage high standards of work, behaviour and dress in pupils.

Regularly check the Homework Diary with particular emphasis on attendance, homework and progress and promote effective use of the Homework Diary.

Encourage pupils to contribute to the development of the House System

Contribute to monitoring the progress of the pupils in their Tutor Group

- Be involved in developing the personal learning planning of the pupils in their Tutor Group (eg. evaluating their learning, reflecting on their elective courses, e-profiling etc.)
- Create opportunities to recognise success for the pupils in the House Group.

ICT, BUSINESS & COMPUTER EDUCATION

This course places emphasis on skills development to ensure learners develop the necessary ICT skills for learning, life and work whilst continuing to acquire and develop the attributes and capabilities of the four capacities of the Curriculum for Excellence.

The generic course encompasses CfE outcomes in Business, Computing Science and ICT and builds a foundation for pupils intending to take any of the individual subjects in later years. The course aims are to enable pupils:

- to make an informed choice when deciding on the system or software required for a specific purpose
- to act safely and responsibly when selecting and using different technologies to communicate and collaborate
- to explore and use data handling software in a business environment
- to develop administrative and entrepreneurial skills
- to select and use a range of media to present and communicate business information
- to explore ethical issues relating to business practice and gain an understanding of how businesses help to satisfy needs.
- to design and implement a game, animation or other application

Pupils will work individually or collaboratively on activities including:

- housekeeping and file management
- using technology to communicate and collaborate
- using specific software to solve problems eg. word processing, spreadsheets, databases, desk top publishing
- a business enterprise project and presentation
- animation and programming using Scratch to design and implement a game
- building a web site

LANGUAGES

All pupils in S1, including those in Gaelic medium, will study French and one other language (Gaelic Learners, German or Spanish) selected at the end of Primary.

All courses will include basic social and transactional language, and should enable pupils to make an informed decision at the end of S1 regarding their preferred language choice for S2 and S3. The study of one language is obligatory until the end of S3 and the option to pick up a second language is also available in S3.

Information on these courses is given below.

French/German/Spanish

The Department uses Studio, Stimmt and Viva which are lively, modern courses for pupils of all abilities. It engages pupils in creative, mixed-skill activities, encourages use of

French/German/Spanish in natural and entertaining situations and sets pupils realistic objectives.

As well as including self-assessment and a clear structure to enable pupils to advance, it also promotes cultural awareness about the French/German/Spanish speaking world.

The S1/2/3 French/German/Spanish course includes the following :

Personal Information

Nationality

Numbers

Family time

Leisure Activities

Home

School

Holidays

Food and Drink

Gaelic (Learners)

The principle teaching resource for years S1 to S3 is a new five part course, 'Ceumannan'. It is a modern, lively course which caters for pupils of all abilities and is linked to an extensive website / resource which is accessible both in School and from home.

Gaelic Heritage and culture is an integral part of the new course and pupils have the opportunity to undertake mini-research projects within each unit.

The course covers the 4 language areas of listening, reading, speaking and writing.

The S1-S3 Gaelic (learners) course includes the following topics :

Personal information

Family / jobs / places of work

Pets

Colours / clothes

Food / drink

Place names

Classroom language / School subjects/ likes / dislikes

Leisure activities / hobbies

What's on / time

Descriptions

Holidays

Gàidhlig and Gàidhlig Medium Subjects

In S1/2 the course looks at how each pupil can express themselves in the language. From looking at poetry, new and traditional stories, the oral tradition and heritage of the Gael to present day topics and media, pupils get an excellent opportunity to develop their skills in a helpful, fun, lively and comfortable environment.

Gaelic-medium pupils enjoy many opportunities to develop their skills, in different contexts, both in and outwith school. These activities help pupils to develop their Gaelic but also allow them to gain skills which they will use in their adult lives and careers. We encourage and support all pupils to participate in extracurricular activities. Recent opportunities include:

The Local Mòd & National Mòd. Students may participate in e.g. writing, speaking, recitation and music competitions. www.acgmod.org

Co-Fharpais ChLAS. The Gaelic Teachers' Association runs writing competitions for S1 & 2 pupils.

FilmG. Pupils create a short film and submit it to the national FilmG competition.

Debating Competition. Senior pupils participate in the **national Gaelic debate**, competing against schools from across Scotland and have indeed won the competition twice.

Dingwall Gaelic Youth Theatre. We often work with Fèisean nan Gàidheal and the BLAS festival to write and stage a play which takes part in Eden Court Theatre around the time of the BLAS festival.

Cèiliche na Teirm. We often invite Gaelic speakers both from the local community and from further afield to come and speak to pupils and show them how Gaelic as offered them many opportunities in the worlds of work, media, music and culture.

Other opportunities appear at various times such as **Duais Iain Muir** where Comunn na Gàidhlig support our pupils by running the John Muir Award through the medium of Gaelic.

OTHER SUBJECTS THROUGH THE MEDIUM OF GÀIDHLIG

Gàidhlig medium pupils have the opportunity to be taught Geography, History and Modern Studies in Gàidhlig. These courses follow the same topics as taught in English classes but they also offer an important opportunity for pupils to considerably expand their vocabulary within different contexts.

MATHEMATICS

On entry to the Dingwall Academy Mathematics Department, pupils will be allocated to classes. Class allocations are based on information received, from our partners in the primary school, on attainment and level of study. Setting of these classes will be regularly re-evaluated through summative and formative assessment and any changes required will be made to ensure that all pupils are studying at the appropriate level.

Curriculum level is tailored to ability level of the classes. In S1 we generally have 3 levels of study – Level 2, Level 2/3 and Level 3. Each level focuses on consolidating previous learning and building upon it through challenge and extension.

Pupils studying at Level 3 in S1 should be secure and confident at this level and be making good progress through Level 4 by the end of S3.

Pupils who are studying at Level 2/3 in S1 should be secure and confident at Level 2 and be developing/consolidating learning at Level 3 by the end of S3.

Pupils who are studying at Level 2 in S1 should be secure and confident at this level and should begin to achieve some competence at Level 3 by the end of S3.

From the end of S3 pupils will move into the Senior Phase. Our aim is to continue to develop pupils through the National Assessment levels in Mathematics.

MUSIC

This course is designed to provide a stimulating whole music experience for all pupils and as a foundation for those pupils intending to take Music in future years. The course aims are:

- to enable pupils to perform with confidence in a Music environment
- to help pupils derive enjoyment and satisfaction from performing on a variety of instruments
- to help pupils derive enjoyment and satisfaction from listening to a variety of music
- to help pupils derive enjoyment and satisfaction from being creative with their music
- to help pupils in the acquisition of technological information and skills
- to help pupils in the application of technological skills as used in Music
- to help pupils be aware of the effect of Music on the quality of life and the environment
- to be positive role models for pupils in their personal and social development
- to help pupils meet the 4 capacities for the Curriculum for Excellence

Course Content

Individual performance on tuned and untuned percussion instruments, keyboard, acoustic guitar, electric bass guitar, drumkit and singing. Playing as part of a group. Basic theory of music and creating musical ideas. Listening to musical performances and commenting on them.

The Academy also has instrumental instructors for Strings, Brass, Woodwind and Bagpipe. At the start of S1 pupils are asked if they are interested in testing for instrumental tuition. The number of places available depends on senior pupils leaving and the availability of instruments and instructors.

PERSONAL AND SOCIAL EDUCATION

In the curriculum for Excellence guidelines, the Personal, Social and Health Education course should be structured under the headings of Mental, Emotional, Social and Physical Wellbeing, Planning for Choices and Change, Substance Misuse and relationships, Sexual Health and Parenting. At Dingwall Academy, the junior phase PSHE plays a fundamental role in the education of the whole child. Pupils are given the opportunity to learn about their emotions, improve their relationships, build positive relationships, build self-confidence, develop a knowledge and understanding of health matters and how to look after themselves. They will also expand their existing knowledge of career issues and learn how to their own strengths and weakness in preparation for making decisions for their positive destinations. PSHE is taught, one period a week by Principal Teachers of Pupil Support on a house basis.

The structure of the course is as follows.

S1

Getting Started and Settling in
Friendships
Anti-Bullying

School Ethos
Study Skills
Family
Sexual Health and Relationship Education
Enterprise
Careers

S2

Study Skills
Introduction to the Careers Library
Drugwise
Skills for Decision Making
Helping People with Disabilities
Sexual Health and Relationship Education
HIV/AIDS

S3

Alcohol
Sexual Health and Relationship Education
Body Image
Careers
Racism/Discrimination
Crime
Preparation for Senior Phase

PHYSICAL EDUCATION

This course exposes pupils to a wide range of physical activities and experiences. It is about active participation. Pupils' skills, fitness and understanding are improved through involvement in a range of tasks, challenges and learning environments designed to develop the four capacities.

An enjoyable and positive attitude to physical activity is promoted, creating an atmosphere which enables pupils to develop at their own pace.

Pupils will be given the opportunity to undertake self and peer evaluations.

Activities include football, basketball, hockey, badminton, gymnastics, dance, athletics, swimming, cross country, fitness and volleyball.

Pupils will learn about the importance of a healthy lifestyle and the impact it has on their performance at school, at home as well as in sport. This will lead to increased awareness and the establishment of good habits that will remain with them throughout their lives.

Extended involvement in sport is offered through the extra-curricular programme and the inter-house competition which is organised during House Tutor periods.

RELIGIOUS, MORAL & PHILOSOPHICAL STUDIES

LEARNING AND LIFE

Education is about the development of the whole person. RMPS deals with the development of the person in relation to self-awareness, relationships with others, and the realm of beliefs, values and practices which go to make up a religious and moral outlook on life. As such it makes an important contribution to the personal, social and moral development of pupils.

Discussion of religious, moral, philosophical and citizenship issues should be open and pupils should be encouraged to express their own views and feelings and to listen with respect to the views and feelings of others.

In the Curriculum for Excellence guidelines the presentation of religious education is structured under the headings of beliefs, values and issues of practices and traditions.

In particular, Christianity has shaped the history and traditions of Scotland and continues to exert an influence on national life. Other major religions, such as Buddhism, Hinduism, Islam, Judaism and Sikhism, are also represented. It would not be possible to develop a comprehensive knowledge and understanding of all these faiths within the school curriculum. However, it is important that, while recognising the role of Christianity as the major religious tradition of this country, pupils should also be encouraged to develop understanding of and respect for people of other faiths and people who adopt a non-religious stance for living.

AIMS

The aims of RMPS are to help pupils to

- Recognise religion as an important expression of human experience
- Learn about and from the beliefs, values, practices and traditions of Christianity and the world religions selected for study, other traditions and viewpoints independent of religious belief
- Explore and develop knowledge and understanding of religions, recognising the place of Christianity in the Scottish context.

SCIENCE

The S1/S2 Science course is made up of Biology, Chemistry and Physics units. It will continue to develop the themes introduced in primary schools covering Planet Earth; Forces; Electricity and Waves; Biological Systems; Materials and Topical Science. We aim to provide meaningful challenge to encourage enjoyment, interest and understanding of the world around us.

As with the other departments in the school we aim to help develop in each pupil the four capacities of Successful Learners, Confident Individuals, Effective Contributors and Responsible Citizens.

The main focus of the course is the development of pupils' understanding of basic scientific ideas through investigation and inquiry.

SOCIAL SUBJECTS

Pupils are timetabled for four periods of social subjects in S1 and S2. This time is allocated as two periods for Geography and two periods for History throughout the session. The Modern Studies units are taught as inserts to both of these classes.

FIRST YEAR

Geography

Unit one	Mapskills
Unit two	Landforms
Unit three	Weather
Unit four	Brazil

History

Unit one	Early man, the stone age to the iron age
Unit two	Scotland in the middle ages and the Wars of Independence
Unit three	The Plains Indians
Unit four	Mary Queen of Scots

Modern Studies

Unit one	Law and order
Unit two	Rich people / poor people

SECOND YEAR

Geography

Unit one	Planet Earth
Unit two	Japan & India
Unit three	Core skills – eg. the local area, wind farm debate, GIS, fieldwork

History

Unit one	Culloden to the Clearances
Unit two	The Industrial Revolution
Unit three	Ethics of WW2
Unit four	The Swinging Sixties

Modern Studies

Unit one	Democracy
Unit two	Conflict and cooperation

