

# KILGRASTON

JUNIOR YEARS · SENIOR · SIXTH FORM



## Lower Fourth Academic Information

# Contents

## **Introduction**

## **Study**

## **Assessment**

GL Assessment

End of Year Examinations

## **Reports and Parent Evenings**

## **Curriculum**

Art and Design

Drama

English

ESOL

Geography

History

Mathematics

Modern Languages	French
	Spanish

Music

Physical Education

Religious Studies

Science

Social Studies /ICT

Support for Learning

## **Kilgraston Certificate**

## Introduction

The Lower 4 is a very important stage in a pupil's education. In the senior school pupils will be encouraged to work more independently and to be responsible for their decisions and actions. They will be challenged, not only in the classroom, but there will also be an expectation for them to become fully involved in the life of the school. Their work will be assessed throughout the year and they will sit external GL assessments in Mathematics and English and internal examinations during the Summer Term.

An important part of the Lower 4 curriculum will be the Kilgraston Certificate. Based around the 5 goals of the Sacred Heart, completion of the Certificate will provide pupils with an opportunity to gain recognition for academic performance, leadership and personal development (further details can be found at the end of this booklet). The experiences and skills acquired at this stage will be developed in the Upper 4 and will lead to the Kilgraston Diploma.

If you have any concerns about academic progress or study the Tutor is the first port of call followed by the Head of Year and then the Deputy Head.

## Study

It is very important that pupils in the Lower 4 develop good study habits and learn to balance academic and extra-curricular hobbies, sports and pastimes both at school and at home. Pupils and Staff have a study timetable that they are asked to follow. This is structured to spread subjects across the week and is slightly different depending on whether you are in Lower 4 Blue or Silver. Staff are requested not to give study that is due to be in the next day to allow pupils to organise their time. Please indicate in the pupil planner or email the Tutor if you feel either that there is too much or too little study. The Head of Year does monitor study levels and will also liaise with departments.

Departments set a variety of study tasks. Some subjects, like Modern languages require regular learning of vocabulary or grammar rules. Other subjects will set questions to reinforce learning, as in Mathematics. The Humanities and Social Studies areas lend themselves to developing research and presentation skills. Work should be differentiated to stretch the able candidate and nurture the pupil who has barriers to learning.

As well as checking that learning has taken place within a subject area, study should be developing transferable skills for example, Mind-Mapping to assist with revision, PowerPoint to develop presentation skills and essay writing for future examination assessment. Pupils do have different learning styles and so work should also cover the three key learning styles: visual, auditory and kinesthetic.

Pupils are responsible for ensuring that study is completed to the best of their ability. Attention should be paid to the basics. Work should be dated, headed, well presented and handed in on the due date. As part of the Rewards and Sanctions policy pupils who persistently miss deadlines, without good cause, will receive a warning, yellow card and then detention. When appropriate, good work should be rewarded with house points. As part of working under Covid19 guidelines as far as possible study should be handed in and marked electronically through Microsoft Teams

Departments have a shared understanding that study must be marked regularly and constructive feedback given. Pupils can expect some tasks to be given grades while others will show 'What went well' and 'Even better if '. All staff share responsibility for literacy and there is an expectation that key subject words, commonly used vocabulary, punctuation and grammar will be corrected.

### Subject Frequency

English	3 x 30 minutes
Mathematics	3 x 30 minutes
Art	1 x 20 minutes
Geography	1 x 20 minutes
History	1 x 20 minutes
Modern Languages	2 x 20 minutes
Religious Studies	1 x 20 minutes
Science	3 x 20 minutes
Social Studies/IT	1 x 20 minutes

For Lower 4 Study is 70-80 minutes per week day. Pupils should expect study at the weekend

# Assessment

## GL Assessment

We continue to use GL Progress Tests in Mathematics and English to benchmark pupil performance and monitor progress. These tests will take place just after the October Half Term to allow pupils time to settle into their routines. They are written tests which are marked by GL and both parents and teachers receive a report. The tests monitor pupil strengths and weaknesses and will allow the English and Mathematics departments, in particular, to personalise learning. They are also invaluable for the Support for Learning department who can use the detailed reports to target intervention.

Areas assessed are:

### English

- English skills: spelling
- English skills: grammar and punctuation
- Reading Comprehension: narrative
- Reading Comprehension: non-narrative

### Mathematics

- Fluency in facts and procedures
- Fluency in conceptual understanding
- Mathematical reasoning
- Problem solving

## End of Year Examinations

Throughout the academic year pupils will have experienced a range of assessments from vocabulary tests in Modern Languages to listening papers in Music and Modern Languages. There will also be end of unit tests in Humanities and Science subjects. The end of year examination week for the Lower 4 is Monday 9 May to Friday 13 May 2021. Pupils will have an examination in each of their subjects apart from PE and PHSE. Most subjects have written papers around an hour long. Art has a practical examination. Pupils will be given a revision booklet at the beginning of the Summer Term which outlines the topics to be covered and gives revision tips and sample questions.

# **Reports and Parent Evenings**

## **Parent Evenings**

Friday 24 September 2021 Lower 4 Curriculum Evening (Zoom Webinar)

## **Reports**

### **Autumn Term**

Lower 4 Academic Report: Effort grade only Tuesday 4 October 2021

Lower 4 Full Report: Monday 13 December 2021

### **Spring Term**

Lower 4 Academic Report: Effort and Achievement Tuesday 8 February 2022

Parents evening: Friday 18 March 2022

### **Summer Term**

Lower 4 Examination results Friday 27 May 2022

Lower 4 Full Reports Monday 20 June 2022

Senior School Reports will be released to parents by 3.00pm on the day of release to the Parent portal. Parents may also request a printed copy.

## **Types of Report**

### **Academic Report**

This is particularly designed to allow pupils to reflect on their progress and to act as an early warning for parents if a pupil is struggling academically or lacks organisation. Effort and attainment grades will be completed by subject teachers and the Form Tutor will write an overall comment.

### **Full Report**

This is our full report with enough space for a paragraph commenting on topics taught, progress and a next step. It will be written by all staff who come into contact with a pupil e.g. Academic, Learning Support, Peripatetic, Residential, Tutor, Year Head and Headmistress. Reports will contain effort and attainment grades.

## **Grading**

### **Effort**

<b>Level</b>	<b>Description</b>
1	I am working as hard as I possibly can
2	I am working very hard
3	I am making a good effort
4	I am only making a fair effort
5	I am making little real effort at all

Level 1 for effort is an aspirational grade and should not be seen as automatic. Staff are advised that if a pupil is at level 4 this should have been flagged up already to the Tutor and Year Head so that the pupil can be supported and parents informed if there is no further progress

### Guidelines for Effort grades

Level	Description	Criteria
1	I am working as hard as I possibly can	<ul style="list-style-type: none"> <li>• I am always keen to contribute effectively in class and work as hard as I can</li> <li>• I always work hard to improve my performance by regularly reviewing my targets</li> <li>• My homework is always thoroughly completed and on time</li> <li>• I am always punctual for lessons and have the correct equipment/kit/books</li> <li>• I ask relevant questions and always listen to others without interrupting</li> <li>• My work folders are organised to the best of my ability and I take pride in my work</li> <li>• I always try to learn from feedback and aim to improve</li> </ul>
2	I am working very hard	<ul style="list-style-type: none"> <li>• I usually contribute effectively in class</li> <li>• I frequently work hard to improve my performance</li> <li>• My homework is always completed on time.</li> <li>• I ask relevant questions and am ready to listen to others without interrupting</li> <li>• I am well organised and always have the correct equipment/kit/books</li> </ul>
3	I am making a good effort	<ul style="list-style-type: none"> <li>• I contribute regularly to class discussions</li> <li>• I work to improve my performance</li> <li>• My homework is always completed on time but presentation could be better</li> <li>• I ask some good questions but interrupt others on occasion</li> <li>• My organisation is good but there are occasions when I do not always have the correct equipment/kit/books</li> </ul>
4	I am only making a fair effort	<ul style="list-style-type: none"> <li>• I often allow others to make contributions and only answer when asked by the teacher</li> <li>• My homework is not always completed on time</li> <li>• My work could be neater and more organised and include more detailed content.</li> <li>• I could be more organised with my notes</li> <li>• I do not always act on advice given to improve my work</li> </ul>
5	I am making little real effort at all	<ul style="list-style-type: none"> <li>• I am unwilling to contribute in class</li> <li>• My homework is rarely completed on time and usually untidy</li> <li>• I am disorganised and rarely have the appropriate equipment for my lessons</li> <li>• I cause distraction in lessons and often undermine others in the class</li> <li>• I have no real desire to improve my performance</li> </ul>



## Attainment

Senior Years Lower 4–Upper 4 grades A–E available

Subject teachers follow the guidelines overleaf when writing reports. Grades should be awarded based on the performance for a term or half term and not on a single test. Head of Year and Tutors will read reports with pupils and set targets based on performance and comment on the report.

### Guidelines for Attainment for Rec-Upper 4

Level	Description	Criteria
<b>A</b>	The pupil's work demonstrates performance and ability far above that expected for their age group	The pupil's work in class and for study demonstrates performance and ability far above that expected for their age and intake. Extension work and/or those tasks designed to assess high-order skills reveal particular aptitude, perhaps for a particular skill or part of the syllabus. This grade will be well earned and pupils should not necessarily be expected to maintain it.
<b>B</b>	Pupils demonstrate a level of performance and progress that is above the expected level for their age group.	This level of performance is maintained consistently in class and study is always completed to an equivalent high standard. New material and skills are assimilated quickly and rapid progress is sustained.
<b>C</b>	This grade is awarded to pupils whose attainment and progress are in line with expectation for their age.	Even if the pupil has struggled a little with some areas of the syllabus, attainment is generally good and an appropriate level of progress is observed.
<b>D</b>	This grade is awarded to pupils whose attainment and progress are at a moderate level.	This may be because they are experiencing difficulties in accessing some areas of the subject or because they are underperforming due to inconsistent effort or attendance.
<b>E</b>	This grade is awarded to pupils who are currently performing at a level below that expected for the age group and/or progress is limited.	Sometimes pupils working at this level are performing as well as could be expected of them. This grade will initiate or continue discussions between the teacher and tutor. It is likely that support will be necessary.

# Curriculum Details

## Art and Design

1 period per week,

### Overview

In Lower 4 pupils complete a number of projects covering design and expressive themes. The three main projects are focused on delivering a curriculum that develops familiarity and confidence in core skills and techniques but also the history of traditional Art and Design. Exploring these building blocks in Lower 4 allows learners to have a strong foundation from which to develop their own interpretation and expression of ideas.

**Autumn Term:** Traditional Still life: Expressive Skills, line, tone and pattern.

- Learners consider the traditional presentation of still life by depicting a clear foreground, midground and background.
- Learners gain confidence in their observational drawing skills by following straightforward rules of perspective and modeling of tone.
- This still life project explores mixed media techniques and shows learners how with careful planning media can be merged to create striking effects. Media includes pencil, markers, chalk and charcoal, inks and printing with polystyrene.

**Spring Term: The Classical World**

Learners consider the lasting legacy of the ancient world on western art and design. Through a wide range of activities they gain confidence in being able to identify and name architectural details, patterns and art.

- Learners draw classical aspects of Kilgraston School.
- Learners practice observational drawing by copying Greek replicas such as The Winged Victory of Samothrace and the Caryatids.
- Learners consider symbols and patterns seen commonly today such as the Greek meander.
- Learners research a myth or character from ancient times and select and plan their final three dimensional piece. Options include a hoplite shield, sculpture, helmet or column inspired by their selection.

**Summer Term:** Fascinators

Learners will learn the fundamentals of hat making. They will experience hat blocking with sinamay to create a unique fascinator.

- Learners explore the work of Philip Treacy
- Following the design process learners choose a theme inspired by natural form and develop a concept to create.
- Using millinery skills and materials learners block, iron, steam, stitch and adorn their design, resolving their idea into a fully functional piece.

**Exam structure:** All girls will sit a practical exam focused on correctly observing the rules

of perspective and a critical studies paper in the form of a multiple choice format. The

duration of the exam is 1 hour.

Jean-Pierre Lapeyre, Head of Art & Design

# Drama

1 period per week

## Overview

Lower 4 Introduction to Drama uses a variety of stimuli to focus on Social and Cultural influences explored through Drama. Throughout the practical process they will learn about theatre techniques, forms and genres.

## Autumn Term

### **Introductory drama sessions looking at being part of a family and community**

- 1) To understand and practically utilise the following Drama skills: *5 W's of storytelling, stimulus, frozen picture, tableau, use of levels, use of space, thought tracking, status, structure, style, flashback, flash forward and character card.*
- 2) To understand the basic principles of presenting: *performing and evaluating.*
- 3) To understand the difference between the role of the performer and the role of an audience member and uphold these expectations.
- 4) To identify personal strengths and weaknesses in order to develop overall confidence as a learner.

## Spring Term

### **Dramatic Tension**

- 1) To understand, define and practically utilise dramatic tension within the work.
- 2) To understand and practice creating dramatic tension through the following ways: *gesture, slow motion, pace, eye contact, tone, use of space, timing, pause, physical contact and sound.*
- 3) To understand the impact dramatic tension creates for the audience and how this intensifies the viewing experience.
- 4) To identify personal strengths and weaknesses in order to develop overall confidence as a learner.

### **Characterisation Unit**

- 1) To create and sustain a clearly defined character.
- 2) To understand, define and utilise the following characterisation techniques: *thought tunnel, hot seating, improvisation, character card and writing in role.*
- 3) To confidently create, devise, perform and evaluate.
- 4) To continue to develop group work and co-operation skills with peers in order to create presentations/performances.

## Summer Term

### **Social Drama**

- 1) To understand the importance of exploring the social drama theme of bullying within Drama Education.
- 2) To understand, define and practically apply the following dramatic skills: *status, body language, facial expression, voices in the head, split stage, role-on-the-wall, flashback, flash forward, writing in role, monologue, thought tracking and mime.*
- 3) To continue to develop group work and co-operation skills with peers in order to create presentations/performances.
- 4) To identify personal strengths and weaknesses in order to develop overall confidence as a learner

### **Assessment:**

Continuous classroom assessment and evaluation through both practical and written activities.

### **Exam structure:**

Final Practical Performance and written evaluation questions.

Mrs H Murphy, Head of Drama

# English

4 periods per week

## Overview

Lower 4 is the first year when students move from predominantly primary provision to mainstream secondary. To this end, the first year of their senior studies in English is given over to acquainting the students with the skills they will require in order to access their final examinations and to begin to engage more critically with a broader range of texts. Over the course of the year, students will develop and consolidate their reading skills through various activities and assignments linked to prose fiction and non-fiction, poetry and drama; they will also begin to build up a portfolio of writing. Texts will be selected from across the canon and have historically included works by Shakespeare along with novels from more contemporary writers of teenage fiction. Extracurricular provision in the subject will enable students to take their learning out of the classroom and find more general applications for the concepts encountered. Attention to sentence structure, text organisation, punctuation, grammar and spelling will underpin learning at every stage.

## Autumn Term

### Prose Study: *Holes*

Students will be guided through a class reader with several activities relating to the text. Exercises are built into the reading in order to foster an empathic response to characters and situations and girls will be encouraged to bring their own experiences to bear on their understanding of the broader themes in the text. Character studies, creative responses and non-fiction bridgework all form a part of the work that girls will do as they begin to approach fiction from a critical vantage point. Regular work on the writer's language and style will enable pupils to apply their knowledge of grammar and syntax.

## Spring Term

### Drama Study: *Macbeth*

An excellent opportunity to make links with their learning in Drama, this unit will acquaint students with the basics of reading a script and the particular difficulties traditionally associated with decoding Shakespeare. Awareness of key technical terms will be taught and applied through guided reading and group performance, and the genre differences between continuous prose and scripts will be explored. The girls will have the opportunity to create their own responses to the text, and supplementary work from a selection of classic poetry will help them look at how Shakespeare's modes of expression work in practice.

## Summer Term

### Non-Fiction Unit – Autobiography

Moving into the realm of non-fiction, students will revisit work done in their first two weeks of the year on autobiographical writing with excerpts from the memoirs of Adeline Yen Mah. Looking at the subtle differences between fiction and non-fiction, they will look at how writers select and present details from their life in such a way as to be both interesting and relevant. They will use their studies on this text as a springboard to begin a serious folio of reflective autobiographical writing of their own, which will be developed over subsequent years.

**Assessment:** 100% Exam

**Exam structure:** Close Reading paper; Textual Analysis paper; Critical Essay paper  
Ms R Hall, Head of English

# ESOL (English for Speakers of Other Languages)

4 periods per week

## Overview:

In Lower 4<sup>th</sup>, ESOL pupils work towards a Cambridge ESOL qualification. Generally the examinations take place in March and are usually at Key English Test (KET) and Preliminary English Test (PET) level. In the summer term, writing, reading, speaking and listening are developed through a particular topic or theme. Pupils research and then present information in written and spoken form. The aim is for success in English but also to have fun learning.

## Autumn Term

KET:	PET:
<ul style="list-style-type: none"> <li>• Friends</li> <li>• Shopping</li> <li>• Food &amp; Drink</li> <li>• History</li> <li>• Animals</li> <li>• Leisure &amp; Hobbies</li> </ul>	<ul style="list-style-type: none"> <li>• Clothes</li> <li>• Entertainment</li> <li>• Travel</li> <li>• Sport</li> <li>• People</li> <li>• Jobs</li> <li>• Entertainment</li> <li>• Transport</li> <li>• Education &amp; History</li> <li>• Towns &amp; buildings</li> <li>• Celebrations</li> <li>• Health &amp; Fitness</li> <li>• Letters</li> <li>• Geography, nationality and numbers</li> </ul>

## Spring Term

KET:	PET:
<ul style="list-style-type: none"> <li>• Places and buildings</li> <li>• Sport</li> <li>• The Family</li> <li>• Weather</li> <li>• Books &amp; Studying</li> <li>• The World of Work</li> <li>• Transport</li> </ul>	<ul style="list-style-type: none"> <li>• Books</li> <li>• Furniture &amp; homes</li> <li>• Clothes</li> <li>• Adventure</li> <li>• Making plans</li> <li>• Future predictions</li> <li>• Films</li> <li>• Family life</li> <li>• Music</li> <li>• Money</li> <li>• The unexplained</li> <li>• Friendship</li> <li>• Inventions</li> <li>• Shopping</li> </ul>

## Summer Term

KET:	PET:
<ul style="list-style-type: none"> <li>• Science &amp; Technology</li> <li>• Health &amp; Well-being</li> <li>• Language &amp; Communication</li> <li>• Famous People</li> <li>• Literature: "Little Women" by Louise May Alcott</li> <li>• Scottish History: Mary Queen of Scots</li> </ul>	<ul style="list-style-type: none"> <li>• Advertising &amp; persuasion</li> <li>• Travel experiences</li> <li>• Celebrities</li> <li>• Food &amp; restaurants</li> <li>• Gender roles</li> <li>• Literature: "Little Women" by Louise May Alcott</li> <li>• Scottish History: Mary Queen of Scots</li> </ul>

**Assessment:** 100% Exam

## Exam structure:

KET:	PET:
Reading and Writing (1 hour) Listening (30 minutes) Speaking (8–10 minutes)	Reading (45minutes) Writing (45 minutes) Listening (30 minutes) Speaking (12 minutes)

Ms K Newton, Head of ESOL

# Geography

2 periods per week

## Overview

The Lower 4 Geography course follows the fourth stage of the Curriculum for Excellence, while also providing a broad base of subject-specific knowledge and skills in order to allow for progression through Upper Fourth and into the National 5 Geography course. The course begins by providing a solid foundation of map skills before moving on to cover elements of physical environments (rivers and flooding), human environments (settlement, farming, transport) and global issues (tectonic hazards, i.e. earthquakes and volcanoes), and includes a study of the Perth floods of 1993 and a traffic survey in Bridge of Earn that will form the basis for the Lower 4 Geography Assignment.

## Autumn Term

Map Skills: compass directions, map symbols, four- and six-figure grid references, relief (contours, layer colouring), atlas skills including latitude and longitude.

Rural and Urban Environments: primary, secondary and tertiary industry; types of farming; location factors that affect the distribution of farming types; issues in modern farming; factors that affect the location of settlements; settlement patterns; issues relating to urban growth.

## Spring Term

Transport: urban traffic problems; managing urban traffic problems (field trip: Bridge of Earn).

Tectonic Hazards: Causes, effects and management of earthquakes – case study: Nepal, 2015; causes, effects and management of volcanic eruptions – case study: Montserrat, 1995; causes, effects and management of river floods – case study: Perth, 1993.

## Summer Term

Rivers and Flooding: The hydrological cycle; physical and human causes and effects of flooding; management of the flood risk – case study: Perth, 1993.

**Assessment:** 20% Assignment (based on Bridge of Earn field trip), 80% exam

**Exam structure:** 1 hour exam, covering all aspects of the course.

Dr C Phillips, Head of Geography

# History

2 periods per week

## Overview

In Lower 4 we cover a variety of topic areas in History. In the Voyages of Discovery topic we examine various explorers such as Marco Polo, Christopher Columbus and Ferdinand Magellan. We study what they found, why it was significant and what impact it had on the world. We also look at the different explorer's motivations for their voyages and examine the improvements in technology which allowed the great age of exploration to take place. We also study Scottish History in Lower 4 where we focus mainly on the 18th and 19th century Scotland. Over these centuries we explore the failed Darien scheme, the Treaty of Union with England in 1707, The Jacobite rebellions, the Battle of Culloden and Bonnie Prince Charlie. We also learn about the Highland Clearances and the impact that they had on Scotland. Finally we focus on the causes and impact of the Industrial Revolution.

During the course of the year we aim to enable students to:

- develop an understanding of the history, heritage and culture of Scotland.
- broaden their understanding of the world by learning about human activities and achievements in the past and present.
- explore and evaluate different types of sources and evidence.
- learn how to locate, explore and link periods, people and events in time and place.

## Autumn Term

**Evidence and Sources** Describe primary and secondary sources and examine reliability of sources

**Voyages of Discovery** Spices, God, Guns and Gold, Marco Polo's travels, Vasco Da Gama Christopher Columbus, Ferdinand Magellan. Who benefitted from the voyages of discovery?

**The Impact of colonization** The Aztecs, The Columbian exchange

## Spring Term

**Scotland topic** Problem of Succession, Glencoe Massacre, Darien Scheme, Act of Union, Jacobite Resistance, Highland Clearances

## Summer Term

**Industrial Revolution** Agricultural Changes, Causes of Industrial Revolution, New technologies, Life in an industrial city, Children in Mines and Factories

Revision for the end of year examination.

## Exam structure:

The exam will be one hour long. Pupils will be asked one essay question and the rest of the paper will be made up of Knowledge and Understanding questions and source based enquiry skill questions

Mr C Campbell, Head of History and Modern Studies

# Mathematics

4 periods per week

## Overview

The Mathematics department use an online system to access all resources for their mathematics course, including the textbook, study sheets, tests and activities. The textbook is held on Kerboodle and the lessons and some study is held on MyMaths.co.uk, the pupils have personal log ins for these resources. Paper based study will continue to be set on a weekly basis. There are ongoing assessments at the end of each chapter, revision materials are found in the textbook at the end of each chapter.

The Lower 4 follow a curriculum written to prepare them effectively for either National 5 or National 4 Mathematics. Additional resources are used by the teacher to lay the foundations for the successful study of Mathematics in the Fifth and Sixth Forms.

There is a surgery for pupils to seek extra help; Tuesday 4:15 – 5:15pm and Thursday 4:15 – 5:15pm. Pupils are encouraged to discuss their work with each other and develop teamwork skills, effective collaboration and confidence with problem solving.

<b>Both classes</b>
Number work
Area and perimeter
Expressions and formulae
Fractions, decimals and percentages
Angles and 2D shapes
Straight line graphs
Whole number calculations
Statistics and probability
transformations
equations
Factors and multiples
Constructions and 3D shapes
Number sequences
Decimal calculations
Ratio and proportion
Real life mathematics

## Assessment:

Students are assessed both formally and informally using their study and assessments throughout the year. .

## Exam structure:

The end of year examination will consist of two papers each an hour duration. One paper will permit the use of a calculator and the other will exclude the use of a calculator.

Mrs S Speed, Head of Mathematics and Computing Science



# Modern Languages

4 periods per week (2 for French, 2 for Spanish)

## Overview

All girls have two periods of French per week. They also have two periods of Spanish per week.

## French

The French course covers a number of different topics which will build on pupils' prior knowledge. Pupils new to the school who have little or no prior knowledge of French will be supported so that they are able to catch up with their peers. In a similar way, pupils with a greater knowledge of French will be given differentiated work to challenge them at an appropriate level. There will be an emphasis on regular learning of vocabulary and grammar and pupils will be encouraged to be as accurate in their use of French as possible.

### Autumn Term

Textbook: Studio 1

#### Mon Collège:

- Describing your timetable
- Using the 12-hour clock
- Describing your school day and school
- Asking questions
- Using « on » to say « we »
- Using the partitive article du/de la/des

#### Mes passe-temps

- Talking about hobbies (computers and mobiles)
- Talking about which sports you play
- Talking about general activities
- Saying what you like doing
- Describing what other people do
- Talking about extreme sports
- Using regular verbs
- Using the verbs *jouer*, *faire* and *aimer* + the infinitive
- Using *ils* and *elles*

### Spring Term

#### Ma zone

- Talking about your town/village
- Giving directions
- Buying drinks and snacks
- Talking about where you go
- Talking about where people go on holiday
- Ask someone to go somewhere
- Saying what you can do in town
- Facts about France
- Using *il y* and *il n'a pas*
- Understanding when to use TU et VOUS
- Using *je veux/tu veux* and the infinitive
- Using *on peut+* and the infinitive

### Summer Term

#### Mes vacances

- Talking about your holidays
- Talking about getting ready to go out
- Buying drinks and snacks

- Saying what you would like to do
- Talking about where people go on holiday
- Using nous to say 'we'
- Using reflexive verbs
- Using the near future tense
- Using je voudrais + infinitive
- Revision and preparation for the summer examination

**Exam structure:**

**FRENCH:** For the French examination pupils will sit a one hour paper assessing their reading and writing skills. They will be assessed on topics covered throughout the year and will be told of the format of the assessment beforehand. They will also complete a listening and talking assessment in class in the week prior to the written examination week. This will enable all four linguistic skills to be assessed.

# Spanish

The Spanish course covers a number of different topics which will build on pupils' prior knowledge. Pupils new to the school who have little or no prior knowledge of Spanish will be supported so that they are able to catch up with their peers. In a similar way, pupils with a greater knowledge of Spanish will be given differentiated work to challenge them at an appropriate level. There will be an emphasis on regular learning of vocabulary and grammar.

## Autumn Term

- Talking about school and expressing opinions
- Talking about yourself and family
- The verb Ser to talk about physical descriptions
- Describing your personality
- Pets
- Adjective agreement rules
- Countries in Europe
- Talking about where you live
- Describing your house
- Prepositions
- Estar
- Uses of the verbs Ser and Estar

## Spring Term

- Free time activities
- Telling the time
- Sports
- Gustar
- Immediate Future Tense
- Descriptions of towns and cities
- Places in town

## Summer Term

- Making plans to meet friends
- Stem-changing verbs in the present tense
- The weather
- Revision and preparation for the summer examination.

**SPANISH:** Pupils will be assessed during the examination week. They will be assessed on the topics covered in class. They will be assessed on each of the four linguistic skills. Pupils will be given revision material prior to the exam and will be made aware of the format of the paper.

Mme Isabelle Dépreux, Head of Modern Languages.

# Music

1 period per week

## Course Overview

Through music, learners have rich opportunities to be creative and to experience inspiration and enjoyment. Performing and creating music will be the prominent activities for all learners, exploring sounds and musical concepts. They can further develop their understanding and capacity to enjoy music through listening to musical performances and commenting on them.

## Autumn Term

### Understanding Music & Creativity

Theory: Lower 4<sup>th</sup> Literacy Booklet - Learning to read notes, rhythms, articulations, tempos

Unit: Instruments of the Orchestra

Unit: Christmas / Winter Song

### Performing

In addition to instruments/singing studied through individual lessons, pupils will build on their U3 work on classroom instruments by attempting short group/solo pieces featuring:  
Keyboard, Guitar, Bass Guitar, Ukulele, Tuned Percussion, Drum-Kit & Voice

### Developing research skills

Pupils will complete an extended assignment on an instrument of their choice. This should include sections on technical information, historical development, famous performers and specific examples of music composed for the instrument.

## Spring Term

### Understanding Music & Creativity

Theory: Lower 4 Literacy Booklet - Learning to read notes, rhythms, articulations, tempos

Unit: Instruments of the Orchestra

Unit: Programme Music

Unit: Composition/Garageband

### Performing

Pupils will continue to work and progress on classroom instruments.

Group Performing: Class "Band" – item chosen by the class and arranged specifically for each individual instrument.

## Summer Term

### Understanding Music & Creativity

Theory: Extension for more advanced pupils

Unit: Studio Recording

Unit: Composing a short soundtrack using  
Garageband.

## Performing

Pupils will prepare for a short performance exam on their preferred instrument. This will count towards their end of year grade.

Group: Class “Band” – item chosen by the class and arranged for specific instruments.

## **Differentiation**

### Understanding Music / Listening

Following on from the general LOWER 4 Theory Book each pupil will progress onto separate theory books targeted specifically at their level. This will be in line with the Associated Board Theory Exams (eg. Grade 1, Grade 2 or Grade 3 depending on their music literacy level)

Unit work will be covered together at the same pace, however, some units have additional extension sections for those who require more challenge.

### Creativity / Composing

This is naturally differentiated as pupils create a wide variety of work according to their ability. They are given the same outcome/task but will produce very different and individual results according to their existing musical ability.

## Performing

Pupils can progress at their own pace through the instrument workbooks.

In addition, throughout the year there will be performance based activities and opportunities to take part in the various concerts and events at Kilgraston.

## **Assessment & exam structure:**

Each unit has an associated performing, composing or understanding music task/quiz to assess ongoing musical skills, knowledge and understanding. These will take place throughout the year. In addition, pupils will keep a diary of their progress.

### May Exam

50%	Performing:	2 to 4 minutes
-----	-------------	----------------

*A short performance on an instrument of their choice.*

50%	Understanding Music Listening Paper	30 minutes
-----	-------------------------------------	------------

*This will be on music literary and concepts (musical terms) we have covered in class.*

*Theory questions will be based on the LOWER 4 Literacy Booklet*

## **Outcomes**

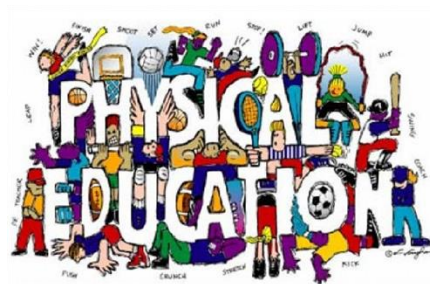
Pupils will have listened to a range of music and can identify specific features and concepts. Each pupil will be able to sing and/or play music from a range of styles and cultures and perform their chosen music confidently using appropriate musical notation and/or playing by ear. Pupils will have had the opportunity to attempt 6 classroom instruments.

Mr A Morley, Director of Music

# Physical Education

4 periods per week (4 hours)

## Overview



In Lower Four all pupils are given the opportunity to consolidate, refine and apply previously learned and newly acquired skills in a broad range of activities that are individual/team based and competitive/creative. Activities normally include Athletics, Badminton, Cross Country, Fitness, Hockey, Modern Dance, Netball, Rounders, Swimming, Scottish Country Dance and Tennis. The curriculum is designed to cater for the needs of all students whether they are concerned with high level performance, performance improvement or participation for recreation and health and well-being.

Pupils are engaged in:-

- developing their personal performance in a range of sporting activities and understanding the fitness requirements required for effective performance
- working in a responsible, respectful, tolerant and confident manner when organising and participating in team games and other group activities
- observing, describing, analysing and evaluating performances to enable individual strengths and development needs to be identified

## Autumn term

Hockey, Cross Country, Netball,

## Spring Term

Swimming, Gymnastics, Basketball. Badminton, Hockey, Netball

## Summer Term

Tennis, Athletics, Rounders, Cricket

Mrs H Ferry, Head of Physical Education

# Religious Studies

Two periods per week

## Overview

The Lower 4 course consolidates and extends pupils' knowledge and understanding of key Christian beliefs, and introduces the world religions of Judaism and Hinduism. Pupils will also learn about key liturgical moments in the year: Advent and Pentecost. In the summer term, pupils will complete 'Created in Love', an age-appropriate PSHE/Relationships scheme of work, approved for use in Catholic schools.

### Autumn Term:

- World Religion: Judaism
- Christianity: Jesus, the Saviour
- Liturgy: Advent

### Spring Term:

- World Religion: Hinduism
- Christianity: The Sacraments
- Liturgy: Pentecost

### Summer Term:

- Revision and Exams
- Created in Love

### Exam structure:

A forty five minute examination, covering the areas listed below:

- Judaism
- The Sacraments
- Pentecost

There will be a mixture of knowledge based and extended explanation questions on the paper.

*Mr P Allaker, Head of Religious Education*

# Science

3 periods per week

## Overview

Science will be taught with specific topic areas covering the three separate sciences. The girls will learn new skills in an active and practical manner. Topics covered will be Elements, Compounds and Mixture, Sound and Light, Biosphere and Biodiversity and Space, after the summer examinations.

Included in the course will be 'Criteria Based Assessments' to enhance the girls' ability to research, design, data collect and analyse practical based tasks. Alongside this, there will be regular topic tests to further assess the girls' abilities in each Science.

## Autumn / Spring Term

# Chemistry

## Elements, Compounds and Mixtures

The Periodic Table -- considering the properties and uses of a variety of elements relative to their positions.

Practical activities to make and break down compounds – showing how the properties of compounds are different from their constituent elements.

# Physics

## Sound and Light

Communication using sound. How sound is produced and how it travels.

How is a rainbow formed? What happens when coloured light is mixed?

How we have developed to see in colour.

What is light like? Its properties (refraction, reflection and diffraction) and their applications (how we see, correcting eyesight, use of optic fibres).

Beyond the visible-telecommunication and sun tans!



# Biology

## **Biosphere and Biodiversity**

Ecology & environmental biology including variation, adaptation, evolution (linked to extinction).

Field studies, abiotic and biotic factors and sampling techniques.

Photosynthesis, ways to increase yield, human impact, climate change. Food chains and food webs.

## **Summer Term**

### **Preparation and revision towards summer exam**

#### **Space**

Days, months and years relating to the movement and position of the earth, moon and sun.

Size, scale, time and motion in modelling the solar system. Use knowledge of the solar system to argue the likelihood of life on other planets.

**Exam structure:** 1 hour exam covering all three sciences

Mr E Connolly, Director of Science

# Social Studies / ICT

1 period per week

## Overview

In Lower 4, the Social Studies course focuses on Information and Communications Technology (ICT), looking at different software packages and applications and including using the iPad as a personal organizer to manage study, revision and extra-curricular activities. The second term also focuses on developing basic transferrable computer skills that will be used across a range of other curriculum subjects and in the wider world of work. The third term introduces students to programming and coding applications.

The main focus of the social studies element of the course is to look at personal growth in terms of presentation skills

## Autumn Term

### iPad/Personal Device

- the iPad (or equivalent) as a personal organizer
- Basic skills (choosing a secure password, file management, sending formal e-mails)

### Social Studies

- Research skills
- Personal Growth – presentation skills particularly public speaking
- Human rights

## Spring Term

### Computer Programming

- History of computing
- Microsoft Office: using word processing, presentation and spreadsheet software

## Summer Term

### Computers and Society

- Introduction to coding (Scratch)
- New and emerging technologies

## Exam structure

45 minutes practical task

*Mr P Allaker, Social Studies and Head of Religious Education*

## **Support for Learning**

Support for Learning works closely with all departments within the senior school. Our aim is to be there to advise and help where needed. Support may be in the form of in class group support, working with teachers to plan for individual girls or by pupils attending the department for some lessons in the week. Support may be required for many reasons and for differing timescales.

The department also works with girls to support them with examinations. Some will require 1:1 support to complete assessments whilst others may require access to ICT only or a separate room.

A comprehensive referral system is in place allowing staff to raise concerns and for the correct level of support to be offered. Our aim is to ensure that all of the girls can perform to the best of their ability during their time at Kilgraston and beyond.

Mrs J Ramsay, Head of Learning Support

## **THE KILGRASTON CERTIFICATE**

### **COMPONENTS:**

The Certificate is made up of five sections based on the Sacred Heart Goals. Each section consists of three parts. The number and standard of each component completed will determine how many points are awarded.

3 activities completed in each section --15 points

2 activities completed in each section --10 points

1 activity completed in each section --5 points

On completion the Certificate will be awarded at Gold, Silver or Bronze level;

75 points equates to a Gold award

50 points equates to a Silver award

25 points equates to a Bronze award

There will also be a pass category.

### **DURATION:**

The Certificate will start after the October Half Term and be completed before the end of the Summer Term.

### **ACTIVITIES:**

Please check with your Tutor if you have any concerns about whether a particular activity qualifies for the Certificate. This is of particular relevance if it is an external activity.

### **RECORD KEEPING**

You will have a record book to record and reflect on your achievements and for members of staff to assess and give feedback on the various activities. Your Tutor will also monitor and discuss progress with you.

### **ASSESSMENT**

It is your responsibility to ask the appropriate member of staff to assess an activity or piece of work that you wish to be included as evidence for your Certificate. Staff will follow the relevant criteria.

### **CRITERIA**

The Kilgraston Certificate consists of five elements and each element is represented by one of the Sacred Heart Goals. Each category will require specific skills and will encourage you to develop your skills in communication, team work, awareness of the world around you, responsibility to yourself and others and your own personal goals. When you have completed all the categories you will receive your Certificate.

## **PERSONAL GROWTH**

Take on a position of responsibility or leadership.

- Captain or Vice-Captain of a school or external team.
- Helping with School/House/ Year Group activity or event (i.e parents' meeting).
- Form or Boarding representative on relevant committee.

Experience of public speaking, debating, dramatic or musical performance.

- Member of a choir, orchestra, musical ensemble or solo performance.
- School Assemblies.
- Mass.
- 2 House competitions.

A sustained commitment to physical pursuits.

- Sustained commitment to one physical activity.

## **SOCIAL AWARENESS**

An active awareness of current affairs

- A class or tutor project with a purposeful outcome.

Other Peoples' Shoes

- Be taken out of a comfort zone to demonstrate some issues facing others (i.e, sponsored silence).

As a Tutor Group collectively produce a Code of Social Conduct for the class

## **INTELLECT**

A commitment to private reading

- This can be fiction, non-fiction, biography or play. Two books should be read over the year with a short written review of each one on completion.

Consistent academic achievement and effort.

- Evidence will be through classwork, homework and use of a Learning Journal. Girls should use evidence from three subjects; two strong and one that is weaker. Criteria for each subject will come from individual departments.

Cultural Pursuits.

- Joining and attending a school or external club (non-sporting) over a period of time.

## **FAITH**

### Personal Values

- Evidence of contribution to Chapel or Goals

### Exploring another Faith

- Comparisons and differences.

### Reflect and Review

- Looking at individual Faith and how it supports day to day life.

## **COMMUNITY (goal for 2021-202)**

### A commitment to a community service or charitable organisation

- Through volunteering, fund raising etc.

### Conservation programme

- Either on site or locally; can include recycling or energy conservation.

### Health and Nutrition

- What is a healthy lifestyle-how can we improve ours.

## **In Brief**

The main components of the Certificate that girls will need to complete are,

- Consistent academic achievement and effort.
- A commitment to cultural pursuits
- A commitment to physical pursuits.
- Experience of public performance.
- Taking on a position of responsibility.
- A commitment to a charitable activity or community service.
- Completion of an independent project, culminating in some form of presentation.

All of the above must be evidenced.

KILGRASTON  
THE KILGRASTON CERTIFICATE  
RECORD CARD



As you complete each section, show evidence of your finished work to your allocated member of staff and have it signed as complete.

Name..... Year..... Tutor.....

GOAL	TEACHER	DATE	COMMENT
PERSONAL GROWTH			
1.			
2.			
3.			
SOCIAL AWARENESS			
1.			
2.			
3.			
INTELLECT			
1.			
2.			
3.			
FAITH			
1.			
2.			
3.			
COMMUNITY			
1.			
2.			
3.			