

KILGRASTON

JUNIOR YEARS · SENIOR · SIXTH FORM



**Upper Fourth
Academic Information**

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Introduction

The Upper 4 is a very important stage in a pupil's education. 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 CAT4 Tests during the first term and internal examinations during the summer term.

During this year pupils make their choices for their National 5 subjects. Full curriculum information will be provided in the Fifth Form Choices Handbook which is handed out to the pupils early in the Spring Term, along with subject choices letters for entry to Lower 5. Pupils will be given the opportunity to discuss their options with parents, Tutors, Head of Year and the Deputy Head. There are also Choices Information Mornings for pupils to enable them to meet with Heads of Department and hear in more detail about specific subjects. The results of CAT4 assessments, which include predictions for public examination, are shared with parents at this stage.

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 crucial that pupils in the Upper 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 Upper 4 Blue or Silver (dependent on Houses). 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 staff.

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, PowerPoints 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. Similarly, when appropriate, good work should be rewarded with house points.

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 | 2 x 30 minutes |
| Mathematics | 2 x 30 minutes |
| Art | 1 x 20 minutes |
| Drama | 1 x 20 minutes |
| Music | 1 x 20 minutes |
| Classics/Latin | 1 x 20 minutes |
| History | 1 x 20 minutes |
| French | 2 x 20 minutes |
| Spanish | 2 x 20 minutes |
| Religious Studies | 2 x 20 minutes |
| Biology | 1 x 20 minutes |
| Chemistry | 1 x 20 minutes |
| Physics | 1 x 20 minutes |
| Social Studies/IT | 1 x 20 minutes |

For Upper 4 study will vary between 70-80 minutes per day. Pupils should expect study at the week-end.

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. 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

CAT4 Test

After the October Half Term the Upper 4 will sit GL Assessment Cognitive Abilities Tests (CAT4). CAT4 Tests are made up of a series of short tests which assess a pupil's reasoning (thinking abilities) in key areas (Verbal, Non-Verbal, Quantitative and Spatial Ability) that support educational development and academic attainment. The assessments are in digital format and it is important that pupils do not become anxious as no pre-learning or knowledge is needed. After the test both pupils and parents will be given a report which provides results of the tests and information in the form of predicted grades in particular subjects that might help with subject choice for the Fifth Form.

Teachers also receive profiles on individuals and the year group. These reports provide valuable information that will help us to decide how best to assist individual pupils to maximize their potential. The reports help to pinpoint gifted and talented pupils as well as underachievers. This will allow us to set targets and monitor progress appropriately. In terms of future subject choice and career advice they also help to identify spatial thinkers who are likely to excel in STEM subjects (Science, Technology, Engineering and Mathematics).

End of Year Examinations

Throughout the academic year pupils will have experienced a range of assessments from vocabulary tests in Modern Languages and Latin 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 Upper 4 is Monday 9 May to Friday 13 May 2022. 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 Evening

Autumn Term

Upper 4 Academic Effort Report Monday 4 October 2021

Upper 4 Full Report Monday 13 December 2021

Spring Term

Upper 4 Academic Report Tuesday 8 February 2022

Summer Term

Upper 4 Examination results: Friday 27 May 2022

Upper 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.

Parent Evening

Friday 25 February: Upper 4 Academic Progress and Choices

Types of Report

Academic Report

This is an effort and attainment report with a space for a short comment from the tutor:

It 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. It will be completed by subject teachers and the form tutor.

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

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

Attainment

Subject teachers follow the guidelines below 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.

Guidelines for Attainment for Lower 4 – Upper 4

| Level | Description | Criteria |
|----------|---|--|
| A | 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 | 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. |
| C | 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. |
| D | 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. |
| E | 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 & Design

Overview

In the art department discovery and playfulness underpin the Upper 4 learner experience. Learners are encouraged to develop confidence in expressing their interpretation of tasks whilst becoming assured in technical skills. The curriculum is designed for learners to discover their strengths, explore their interests and find challenge.

Autumn Term: Mini Project, Introduction to Charles Rennie Mackintosh, line and mixed media

- Learners explore examples of Scottish Designer Charles Rennie Mackintosh.
- Learners create a decorative Mackintosh inspired cover.
- Autumn Term: Main Project, Extinct Mega Fauna, research, and interpretation
- Learners select an unfamiliar extinct mega fauna which interests them.
- Using problem solving skills, working on a large scale in groups, learners plan and construct their artistic interpretation of the creature.

Spring Term: Surrealist Head: Observational drawing skills with a creative solution.

- Through observational drawing, pupils will analyse and record, aiming at accuracy of representation.
- Learners will study surrealist methods and techniques including assemblage, frottage, automatic drawing and games such as exquisite corpse.
- The final creative solution will be a highly personal head presented in chiaroscuro modeling.

Summer Term: Adornment Project Bracelet design

- Learners will explore the work of Peter Chang.
- Considering shape, line, texture, colour, pattern and form learners will choose their own theme.
- Using the design process learners will plan their bracelet design using traditional drawing skills and professional software such as adobe dimension.
- Learners will construct the final piece from foam, plaster, wire and acrylic varnish.

Examination structure: All girls will sit a practical expressive examination of 1 hour duration in the department. The exam focuses on assessing knowledge of the chiaroscuro technique.

Mir Jean-Pierre Lapeyre, Head of Art & Design

Classics (Latin/Classical Studies)

1 period per week

Overview

All girls study Latin until Half Term in the Autumn Term – thereafter, if they are really struggling, they can follow a course on Pompeii (also based on the same text book) but there is no option to continue with Classical Studies to examination level, so if at all possible they should persevere in order to widen their options for N5 choices. Generally those who attend Learning Support do not take Latin.

The Latin course follows the Cambridge Latin Course Books 1 and 2 - looking at cases, tenses, agreement and adjectives. Pupils will be given regular vocabulary tests and learn grammar and syntax through a variety of exercises as well as studying topics based on life in First Century Pompeii.

Latin

Autumn Term

The first part of the term girls are introduced to the case system, Latin word order and English word derivations from the Cambridge Latin Course Book 1, aiming to complete Stages 1 - 5 by Half Term – back ground topics include Everyday Life, Houses, Business and the Forum and Theatre.

During the second part of term they will be introduced to two new tenses (perfect and imperfect) in Stages 6 – 7 and background topics on Slavery and Life after Death.

Spring Term

Stages 8 – 11 background topics on Gladiators, Baths, Education and Politics By now the girls will be able to translate passages from past papers at N3/N4 level, having covered quite a good range of the basics of grammar and syntax.

Summer Term

Completion of Unit 12 (The Eruption of Vesuvius) Revision of Grammar and Syntax studied thus far in preparation for Summer Exam, using SQA N3/N4 Level past papers and past assessment materials for translation practice.

After examinations we will begin work on Cambridge Latin Course Book II

Assessment: Continuous + final examination

Examination structure:

45 minutes – one unseen passage in Latin to translate into elegant English (use of a complete word list.)

Mrs A Bluett

Drama

1 period per week

This year involves the expressive use of voice and movement through chorus/ensemble work. The stylised forms of Pantomime, Commedia Dell'Arte and Mask work are explored in class with a bit of contemporary script work thrown into the mix. Exaggerated use of physical and vocal characterisation, in order to focus upon status and role play enhances comedic situations and encourages confident performance skills. Pupils have the opportunity to learn about stagecraft and direction while working on scripts in the summer term.

Autumn Term

Masks and Movement

In this unit you will explore creating objects with your body. You will work in groups to create a masked performance.

1. To create a masked performance
2. To work as part of an ensemble
3. To be a reflective audience member

Women in Black: Characterisation

In this unit you will use the story of the Women in Black to explore Dramatic Tension

1. To develop the understanding of Drama conventions and how they can be used to enhance a drama.
2. To develop the understanding of mood and atmosphere and use production skills accordingly.
3. To enhance the skills in *performing and evaluating* by devising work from the Woman in Black.

Spring Term

Pantomime and Commedia Dell'Arte

In this unit you will look at the stylised forms and create performances accordingly

1. To work in small groups to create a pantomime scene.
2. To work from a range of stimuli
3. To reflect on the characters and acting of others.

Titanic: Characterisation: Production Skills

In this unit you will explore the RMS Titanic that sank after hitting an iceberg on the 15th April 1912.

1. To develop understanding of lighting and sound equipment.
2. To develop a clear understanding of voice and movement skills.
3. To research characters from 1912.

Summer Term

Musical Theatre: Performance

In this unit you will explore lots of drama conventions, building on and widening your performance skills and knowledge looking at the history of musical theatre. In this unit you will focus on textual extracts, including scenes from contemporary play which will provide opportunities for directing and acting. The short scenes will allow the learners to become familiar with stage positioning and theatrical terminology associated with directorial and performance concepts.

Assessment:

60% ongoing practical classwork / 40% written examination

Examination structure:

60 minute paper and a practical performance.

Mrs H Murphy, Head of Drama

English

4 periods per week

English in Upper 4 is concerned with the development of pupils' capacities in oral and written communication, and the comprehension and enjoyment of a range of texts. Girls will begin to be led toward formal examination frameworks but will be given the space and time to develop their own interests within a broad curriculum. Typically, classes will be taught around topics, with a text forming the basis of a wider exploration of issues and genres. Girls will produce writing which demonstrates their ability to put together arguments, think creatively and reflect on real-life experiences. Attention to sentence structure, text organisation, punctuation, grammar and spelling will underpin learning at every stage.

Autumn Term

Prose Study: *The novel*

Students will learn how to engage critically with extended prose texts, looking at details such as historic and literary context, and applying technical vocabulary in an evaluation of techniques such as character, setting and narrative. They will produce critical essays, textual analyses and creative responses to the class reader and be able to demonstrate close and synoptic reading skills.

Spring Term

Drama Study: Shakespeare: *The Merchant of Venice*

Pupils will become familiar with the nuances of Shakespeare's language through a study of character and theme. Shakespeare's use of allusion and his development of themes – particularly those of prejudice– will be explored through a close and analytical reading of the text.

Summer Term

Non Fiction Unit / Internal examination / Rollover Timetable

The first half term in the Summer is given over to a study of non-fiction texts: newspaper articles and essays. Girls will be acquainted with a range of non-fiction writing and will begin to draft their own discursive essays based on a broader research project.

This term will also see girls prepared to answer questions on the end of year examination, built around the assessment foci of the National 5 paper. They will practise applying their learning to specific question types and will work with detailed feedback to improve those areas where they need to develop.

Rollover will involve the girls entering into Lower 5, and will involve them beginning to look at means by which they will be assessed over the coming year. Work will begin on their written folio with a consideration of creative writing.

Assessment: 100% Examination: two papers, Close Reading and Critical Essay each 1 hour.

Ms R Hall, Head of English

ESOL (English for Speakers of Other Languages)

4 periods per week

In Upper 4 ESOL pupils work towards a Cambridge ESOL qualification. Generally the examinations take place in March or June and are usually at Preliminary English Test (PET) or First Certificate in English (FCE) 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

| PET: | FCE: |
|---|---|
| <ul style="list-style-type: none"> • Furniture in the home & household chores • School life • Hobbies and leisure activities • Holidays & travel • Feelings • Asking for directions & important landmarks | <ul style="list-style-type: none"> • Families • Hobbies and leisure activities • Holidays & travel • Food & restaurants • Studying in other countries • Threats to our planet • Jobs |

Spring Term

| PET: | FCE: |
|---|--|
| <ul style="list-style-type: none"> • Health & medicine • Food & restaurants • Wildlife & nature • Communicating with others | <ul style="list-style-type: none"> • Extreme sports • Performing and The Arts • The human brain and emotions • Finances and spending habits • Health and fitness • The animal kingdom • Modern technology |

Summer Term

All levels will study English literature and learn about important events and figures in Scottish history.

Assessment: 100% Examination

Examination structure:

| PET: | FCE: |
|---|--|
| Reading (45 minutes) Writing (45 minutes) Listening (30 minutes) Speaking (12 minutes) | Reading and Use of English (75 minutes) Writing (80 minutes) Listening (40 minutes) Speaking (15 minutes) |

Ms K Newton, Teacher of ESOL

Geography

1 period per week

As well as meeting the requirements of the Curriculum for Excellence, the Upper 4 Geography course is designed to start to give students an experience of National 5 Geography in order to ensure that they are fully informed for their choices later in the year and that they have the necessary skills in place for the start of Lower 5. The course covers elements of physical environments (glacial landscapes), human environments (retail, health) and global issues (sustainable management of tundra ecosystems), and includes a trip to undertake fieldwork in Perth city centre that will form the basis for the Upper 4 Geography Assignment.

Autumn Term

Glacial Landscapes: Features of glacial landscapes; land uses and managing land use conflicts in glaciated landscapes – case study: the Lake District

Tundra ecosystems: The tundra climate; adaptations of plants and animals to the tundra climate; the oil industry and sustainable development – case study: Alaska

Spring Term

Retail: Comparison and convenience goods; higher- and lower-order shopping centres; clone towns (field trip: Perth)

Health: Health issues in developed and developing countries; the effects and management of malaria, heart disease and HIV/AIDS

Summer Term

Weather: Factors affecting UK temperatures and rainfall; air masses; depressions and anticyclones; synoptic charts and weather station circles

Assessment: 20% Assignment (based on Perth field trip), 80% examination.

Examination structure: 1 hour examination paper.

Dr C Phillips, Head of Geography

History

1 period per week

In Upper 4 we study two major historical eras in-depth:

- World War One: Including topics such as the causes of war, Trench warfare, recruitment and conscription, the Battle of the Somme and the Peace Treaty of Versailles.
- Civil Rights Campaign and 1960's America: here we look at social changes such as the Civil Rights Movement, and an investigation into the assassination of JFK including issues facing USA in 1960's the Vietnam War, the Cold War, the Space Race

By the end of the course pupils will be able to:

- describe attempts to resolve an international conflict and maintain the peace
- explain the reasons for the inequality and evaluate how groups or individuals addressed it
- evaluate conflicting sources of evidence to sustain a line of argument

Autumn Term

| | |
|----------------|---|
| World War One | Causes of the War: International tensions building, Timetable to war. Assassination of Franz Ferdinand |
| Trench Warfare | Recruitment, Propaganda, Pals Battalions, Trench conditions/letters, Battle of the Somme, Weapons/Tanks |
| Home Front | Conscription, Conscientious objectors, Women's role, Dora |
| End of War | German offensive, Treaty of Versailles, Consequences of Treaty of Versailles, Legacy, Remembrance |

Spring Term

| | |
|--------------|---|
| Civil Rights | Civil Rights: Impact of Jim Crow Laws, Civil disobedience and influence of Martin Luther King and Malcom X. |
|--------------|---|

Summer Term

| | |
|------------|---|
| JF Kennedy | Assassination of JF Kennedy, Conspiracy theories. USA 1960's Vietnam War, Cold War, Space Race. |
|------------|---|

Assessment:

The grade for the year will be a combination of classwork and end of year examination.

Examination structure:

The examination will be one hour long. There will be 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

Mathematics classes are divided into two sets based on performance throughout Lower 4 and their Lower School assessment grades. New pupils to the school are assessed as they enter Upper 4 and placed in an appropriate class. The pupil's performance is monitored throughout the term and as a result groupings are re-evaluated when necessary. 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 Upper 4 follow a curriculum written to prepare them effectively for either National 5 or National 4 Mathematics. Courses lay the foundations for the successful study of Mathematics in the Fifth and Sixth Forms.

There is a support session 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.

Course outline

- Whole numbers and decimals
- Measures, perimeter and area
- Expressions and formulae
- Fractions, decimals and percentages
- Angles and 2D shapes
- Graphs
- Calculations mental
- Statistics
- Transformations
- Equations
- Powers and roots
- Geometry
- sequences
- 3D shapes
- Ratio and proportion
- probability
- Everyday maths

Assessment:

Students are assessed informally in class and formally with assessments after each chapter.

Examination structure:

The end of year examination will consist of two papers each of one 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 per language)

All girls have two periods of French per week. Girls will also take two periods of Spanish per week.

French

The French course covers a number of different topics which will build on pupils' prior knowledge. Grammar and vocabulary will be covered in greater depth. Topics include:

Textbook: *Studio 2: Autumn Term*

Module 1: T'es branché?

- talking about television and film
- talking about reading and the internet

Module 2: Paris, je t'adore!

- talking about Paris and tourist destinations
- describing things you did in the past

Spring Term

Module 3: Mon identité

- talking about personality and relationships
- talking about music and clothes

Module 4: Chez moi, chez toi

- talking about where you live
- talking about meals and food

Summer Term

Module 5: Quel talent?!

- talking about talent and ambition

Module 6: Studio découverte

- learning about French-speaking countries
- talking about the French revolution

Revision of the course for the summer examination.

Spanish

Topics covered in the *Mira* Spanish course include:

Autumn Term

Module 4: At home

- Countries
- Adjectives to describe your house
- Estar to talk about the location of your house
- Rooms in the house
- Prepositions
- Stem-changing verbs in the present tense

Module 5: Free Time

- Talking about hobbies
- Telling the time
- Gustar in the present tense
- The immediate future tense
- Sports

Spring Term

Module 6: In Town

- Describing the town where you live: amenities and opinions.
- Making arrangements to go out
- Weather
- Future tense

Summer Term

Listos 2 Rojo

Module 2: la comida

- Different types of foods
- Discussing healthy/unhealthy diets
- Quantities and prices
- Revision for the end of year examination

Examination structure: for French and Spanish

Pupils will have a 1 hour Reading and Writing Paper and the questions will be based on the topics studied this year. Pupils will be assessed on listening and talking in class prior to the examination week and will receive separate information about preparing for this.

Mme Isabelle Dépreux, Head of Modern Languages

Music

1 period per week

Overview

Throughout Upper 4, pupils will be encouraged to develop and broaden skills and experiences in creating, understanding and performing music in a variety of styles. The course is based on practical musical activities and provides scope for personalisation and choice. Throughout the course, pupils will have opportunities to:

Perform a variety of music on their chosen instrument(s).

All terms: Pupils will focus on 2 instruments/voice in class, within individual practice sessions and group performances. There is the potential to take these forward into the National course. In addition to instruments/singing studied through individual lessons, pupils may choose from the following list:

Keyboard, Guitar, Bass Guitar, Ukulele, Tuned Percussion, Drum-Kit and Voice.

Create music by applying a range of basic compositional techniques.

Pupils will have the opportunity to create their own music, making use of music technology to experiment with and record ideas. Units will include:

Autumn Term: Popular Music Styles – composing using Riffs

Spring Term: TV Advert & Film music – composing Soundtracks

Develop skills in musical analysis and music literacy.

Pupils will listen to music across a wide variety of styles. Units will include:

Autumn Term: Popular Music Styles

Spring Term: Music in the Theatre

All terms: Building on literacy covered in Lower 4, the Upper 4 Music Literacy booklet includes units on rhythm, dynamics, accidentals, intervals, key signatures/scales and chords. This will be used to support/reinforce performing, listening and composition tasks.

Assessment & Additional Study

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: *A short performance on **two** instruments of choice.* 2 to 4 minutes

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 UPPER 4 Literacy Booklet

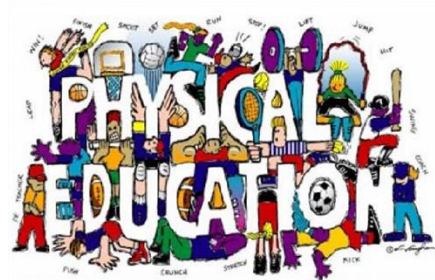
Outcomes

Each pupil will be able to sing and/or play music from a range of styles and cultures and perform chosen music confidently using performance directions, musical notation and/or playing by ear. They will use their voice, instruments and music technology to improvise or compose with melody, rhythm, harmony, timbre and structure. They will have listened to a range of music and be able to identify a variety of features and concepts.

Mr A Morley
Director of Music

Physical Education

3 periods per week



Overview

In Upper 4 all students 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 include Athletics, Badminton, Creative/Modern Dance, Fitness Circuits, Hockey, Gymnastics, Life Saving, Netball, Rounders, 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.

Students are engaged in:-

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

Autumn Term

Hockey, Netball, Health Related Fitness



Spring Term / Summer Term

Dance, Lifesaving, Badminton, Basketball, Tennis, Rounders, Cricket, Athletics, Gymnastics



Mrs H Ferry, Head of Physical Education

Religious Studies

2 periods per week

Overview

The Upper 4 course builds on the work covered in Lower 4 by further extending pupils' understanding of other world religions, where they learn this year about Islam and Buddhism. Key beliefs within Christianity are explored at a deeper level and pupils are encouraged to develop a greater degree of explanation and evaluation within their responses. In the summer term, pupils complete 'Growing in Love', an age-appropriate PSHE/Relationships scheme of work, approved for use in Catholic schools.

Autumn Term:

- World Religion: Islam
- Christianity: Mary
- Christianity: Covenant

Spring Term:

- World Religion: Buddhism
- Christianity: The Paschal Mystery
- Christianity: The Early Church in Britain

Summer Term:

- Revision and Exams
- Growing in Love

Exam Structure:

A one hour examination, covering the areas listed below:

- Islam
- The Covenant
- The Paschal Mystery

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 (One Period for each Science)

The three sciences will be taught separately throughout the academic year. Pupils will learn new skills in an active and practical manner. Topics covered for each Science are specifically designed to prepare students for taking Nationals.

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.

Biology

Autumn Term

The Good, the bad & the ugly world of microbes.

Theory involved in how microbes are used to benefit the human race as well as how pathogens affect our lives.

Practical skills based on Biotechnology, Aseptic techniques and

Microbiology. Science in Focus

Learning about the work of historical scientists (this will occur throughout the year).

Spring Term

The Good, the bad & the ugly world of microbes – continued Fit & Healthy

Covers immunity, digestive system and renal system.

Summer Term

Fit & Healthy -- continued

Examination structure: 1 hour of short answer questions.

Mrs A O'Hear, Head of Biology

Chemistry

Autumn Term

Chemical Changes

Carry out chemical reactions involving metals and placing metals into a Reactivity Series.

Studying metal ores and ways of extracting metals from their ore. Looking at uses of metals in terms of alloys and recycling.

Constructing simple battery cells.

Spring Term

Earth Materials

Formation, characteristics and uses of soils, minerals and rocks.

Extracting useful substances from natural resources.

Summer Term

Acids and Alkalis

Practical activities to compare the properties of acids and alkalis, ways of measuring and adjusting pH.

Describing the significance of acids and alkalis in everyday life, including Acid Rain.

Examination structure: 1 hour of short answer questions.

Physics

Autumn Term

Electricity

Building simple chemical cells.

Concept of current and voltage and measurement in series and parallel circuits. Design of circuits for specific everyday applications. Electromagnets.

Spring Term

Forces

Investigation of forces-magnetic, electrostatic, gravitational-to include concepts of weight and production of tides.

Friction and air resistance.

Investigate buoyancy-explain in terms of relative densities of materials.

Summer Term

Forces continued...

Smart Materials

Investigation into novel materials, their actual and possible applications.

Examination structure: 1 hour of short answer questions.

Computing Science

The U4 Computing course aims to develop knowledge, skills and capabilities within Computing Science. The course is largely practical in nature with the practical activities being underpinned by a study of the key concepts.

Autumn Term

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|------------------------|---|
| Computational Thinking | <p>In this topic we look at ways to solve problems that would allow us to write programs for a computer to solve them.</p> <p>The topic considers Logical Thinking, Algorithmic Thinking and the Efficiency of Solutions using a number of practical activities including Sudoku, the Leapfrog Game, The Tower of Hanoi, TicTacToe and Blockly.</p> |
| Coding | <p>We follow a programming course at code.org. The girls learn to create computer programs, develop problem-solving skills and work through some fun challenges. Code.org uses a blocks-based programming environment based on JavaScript.</p> |

Spring Term

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|--------------|--|
| Web design | <p>We take a look at how the WWW works before going on to consider the design of websites. Pupils select a topic for their website and then create mock-ups of the design of a 4-page website. They then create the content for the site and build the site using the tools at weebly.com</p> <p>Here is an example from a previous year: http://7worldlywonders.weebly.com/)</p> |
| HTML and CSS | <p>Following on from the previous topic, this takes a closer look at HTML and CSS. Pupils have the opportunity to write HTML and CSS to implement a number of web page designs.</p> |

Summer Term

| | |
|------------------|---|
| New Technologies | <p>Pupils create and deliver a presentation on one of the following topics: 'the applications of artificial intelligence'; 'wearable technology'; 'the smart home'; 'online gaming'; 'smartphones'; 'the internet of things'; 'driverless cars'; and 'the One Laptop per Child project'</p> |
|------------------|---|

Mrs S Speed, Head of Mathematics and Computing Science

Social Studies

1 period per week

Overview

This class covers a number of areas related to the world we live in and aims to spark an interest in both our local and the wider world community. We look at political, economic, social and environmental topics.

Autumn Term

Economic Awareness

- Financial Awareness: Taxation, Budgeting
- Brazil, a country of contrasts
- Positive and negative aspects of life in Brazil
- Recent news coverage of events in Brazil
- Globalisation
- Power of marketing
- Sustainable development and the circular economy

Political Awareness

- Democracy in Scotland and the UK-Westminster and Holyrood
- Participatory democracy- national and local elections
- Democracy and protest

Spring Term – Project

Environmental Issues:

- Endangered species
- Location, causes and key facts
- Charities associated with those endangered species
- Action that can be taken

Summer Term

Social Awareness:

- Human rights- focus on migration

Assessment

Formative:

- Grading of study, presentations, posters and projects

Summative:

- End of year examination open book task

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 perform to the best of their ability during their time at Kilgraston and beyond.

Mrs Jennie Ramsay, Head of Learning Support

UNIFROG

As a way of recording pupils' successes throughout the year, they will be introduced to Unifrog. This is an IT platform used to record a range of activities and achievements incorporating the 5 Goals of the Sacred Heart.

Girls will have their own log in and will have access to update their own profile during Tutor time on a Tuesday and Friday.

COMMUNITY

PERSONAL GROWTH

SOCIAL AWARENESS

INTELLECT

FAITH