

JGHS Home Learning Resources 2026 V2

The following information provides details over course content, key assessments, supporting resources and any additional suggestions for extension activities where appropriate for each subject in the S1-2 Broad General Education. We will review this booklet again in January 2027. Please note that a few subjects are not included in this version but will be added by January 2027 due to course updates and staffing changes. Resources for those will continue to be shared via Class Teams.

If you have any positive or constructive feedback, please fill in the form via the link:

[Home Learning Survey - parent/carers – Fill in form](#)

We hope this will help support families who wish to engage further with their child's learning and teaching at home. In addition, there is a homework club in the library each week on a Thursday after school where students receive help with their homework, revision and general classwork.

Index:

- Art and Design p3-4
- Design and Technology p5-6
- Digital Literacy and Computer Science p7-9
- English p10-11
- Food and Health Technology p12
- Geography p13-16
- GME p17-22
- History p23-26
- Maths p27

- Modern Foreign Languages p28
- Modern Studies p29-30
- Music and Music Tech p31-35
- Science p36-37
- Digital support p38

Senior Phase Resources

Senior school students have many resources available to support their learning such as Achieve, Scholar, BBC Bitesize, ESgoil and class resources shared by their teacher in paper form as well as digitally via Sharepoint, OneNote and Teams. More details relating to each subject's Home Learning resources for S3-6 will be collated in a similar format this year to further facilitate home learning for those students as well.

Course outlines for Senior phase courses are available via:

[National Qualifications \(NQ\) - homepage - Qualifications Scotland](#)

Subject Name: S1 — Art & Design

Course Information (key topics/skills)	Class Resources and Revision Materials	Key Assessments	Extension Materials
Shoe Drawing & Landscape Project • Level setting — observational shoe drawings • Artist research: Charles McGee & Christa Rijnveld • Landscape: fold & draw, pencil, cut & collage Pumpkin Still Life & Clay Gnomes • Zentangle pattern work • Observational still life — line & oil pastel • Clay gnome sculpture & poster paint Underwater Diver Composition • Watercolour techniques & wash backgrounds • Diver silhouettes — pencil & watercolour • Coral — poster paint & collage Ocean Life — Final Artwork • Coloured pencil & watercolour ocean life • Complete mixed media composition	• Microsoft Teams — class materials & feedback • OneNote — digital learning journal • National Galleries Scotland — nationalgalleries.org • Google Arts & Culture — arts.google.com	• Observational shoe drawing (level setting) • Self-assessment at key points • Still life artwork — line & oil pastel • Painted clay sculpture • Watercolour painting • Final mixed media composition • Ongoing teacher observation	• Practise observational drawing at home • Visit National Galleries of Scotland — free entry • Explore artists on Google Arts & Culture • Watch Tate or MoMA YouTube channels

Subject Name: S2 — Art & Design

Course Information (key topics/skills)	Class Resources and Revision Materials	Key Assessments	Extension Materials
Sketchbook Design & Pavilion Challenge • Sketchbook construction & cover design • Level setting — shoe drawings & self-assessment • Thematic shape drawings — research & development • Deconstruct/Reconstruct — mini 3D samples Pavilion Model — Design to Outcome • Pavilion design drawings • Final pavilion model construction • Photographing & evaluating models Hidden Face — Exploding Head Project • Self-portrait drawing & self-assessment • Paper construction, hand & portrait drawing • Exploding head drawings Watercolour Painting — Final Outcome • Watercolour techniques & skin tones • Portrait & hands watercolour painting • Coloured pencil details & course evaluation	• Microsoft Teams — class materials & feedback • OneNote — digital learning journal • National Galleries Scotland — nationalgalleries.org • Google Arts & Culture — arts.google.com • SQA past papers — sqa.org.uk	• Sketchbook cover design • Observational drawing (level setting & self-assessment) • 3D pavilion model & evaluation • Portrait drawing • Finished watercolour painting • S2 course evaluation • Ongoing teacher observation	• Practise life drawing & portrait sketching at home • Visit National Galleries of Scotland — free entry • Research artists related to current projects • Explore Tate, MoMA & V&A online collections

Subject Name: S1 — Design & Technology

Course Information (key topics/skills)	Class Resources and Revision Materials	Key Assessments	Extension Materials
Graphics Communication • Freehand sketching & rendering • Oblique, isometric & perspective drawing • Presentation drawing Design & Make — Spatula • Design brief, research & specification • Idea development & refinement • Workshop manufacture • Evaluation Modelling • Card, foam & scale models Technical Drawing • Orthographic drawing • Line types, dimensioning & units • Themed graphic project	• Microsoft Teams — class materials & feedback • OneNote — digital learning journal • Tinkercad — free browser-based CAD • Canva / Publisher — DTP practice • BBC Bitesize — revision	• Graphics portfolio (drawing exercises) • Completed spatula assessed against design brief • Design portfolio marked for completeness & accuracy • Modelling project • Technical drawing portfolio • Ongoing teacher observation of workshop practice	• Tinkercad — explore 3D CAD design • Autodesk Inventor / Fusion 360 — advanced CAD • Research everyday product design and materials

Subject Name: S2 — Design & Technology

Course Information (key topics/skills)	Class Resources and Revision Materials	Key Assessments	Extension Materials
Birdfeeder — Design & Manufacture • Interpreting working drawings • Accurate marking out • Through housing joints & drilling • Acrylic roof (plastic forming) • Assembly & finishing Microbits & Electronics • Night sensor project • Electrical conductors • Programming Microbits Promotional Graphics & DTP • Layout elements & principles • Vegetable promotion brief • Thumbnail sketching & design Design & Make Portfolio • Independent manufacture & evaluation	• Microsoft Teams — class materials & feedback • OneNote — digital learning journal • Tinkercad / CAD software • Canva / Publisher — DTP • BBC Bitesize	• Finished birdfeeder & build log • Working Microbit project • Promotional design & graphics evaluation • Design & Make portfolio & final product • Ongoing teacher observation	• Explore electronics further with Arduino / Raspberry Pi projects • Tinkercad Circuits — simulate electronic circuits online • Research product designers and manufacturing processes

Subject Name: S1 — Digital Literacy & Computing Science

S1 Digital Literacy gives pupils a broad foundation in using technology well: organising work, making informed choices online, solving problems logically and creating simple digital projects. The course is practical, discussion-based and designed to build confidence, curiosity and responsible use across school life.

Course Information (key topics/skills)	Class Resources and Revision Materials	Key Assessments	Extension Materials
The course is built around four recurring strands: • Online safety and digital judgement: behaviour online, reliable information, sharing, wellbeing, privacy and the choices pupils make when technology is not straightforward. • Assistive and accessibility tools: Immersive Reader, Dictation, text size, contrast and focus tools, taught as useful learning tools for everyone. • Computational thinking: decomposition, pattern recognition, abstraction, algorithms, logic and explaining thinking clearly. Bebras-style tasks support this work. • Creative coding: Swift Playgrounds, Scratch and other visual tools used to build games, stories and interactive projects using sequence, selection,	Core materials are shared digitally by the class teacher. Pupils will normally use: • Class Teams page for announcements, lesson links, files and any home-learning tasks. • OneNote / Class Notebook for reflections, check-ins and learning evidence where appropriate. • OneDrive for saving, naming and organising digital work.	Assessment is mainly practical, low-stakes and skills-focused. Evidence is gathered through: • a short baseline digital skills and interests check at the start of S1; • ongoing classwork, teacher observation, questioning and dialogue; • short reflections on what pupils have learned, tested, improved or found difficult; • Bebras participation and follow-up discussion, focused on reasoning rather than scores;	Pupils who want to go further can: • remix or extend Coding projects with extra levels, scoring, timers, start screens, instructions or improved artwork; • try additional Bebras-style puzzles and explain different ways of solving them; • use accessibility tools in other subjects and reflect on which ones genuinely help them learn; • keep OneDrive organised at home and practise clear file naming and folder routines;

Course Information (key topics/skills)	Class Resources and Revision Materials	Key Assessments	Extension Materials
repetition, variables, events, broadcasts, testing and debugging. Planned units across S1: • Digital Foundations and Belonging: logins, OneDrive, Teams, OneNote, file management, routines, accessibility and digital wellbeing. • Computational Thinking and Bebras: logic puzzles, algorithms, problem-solving language and explaining solutions. • Creating with Code: practical coding challenges leading to a choice-based creative project. • Data, AI and the Digital World: data, AI classification, reliability, bias, fairness and when humans should remain in charge of decisions.	• School iPads and PCs, depending on the lesson. • Lesson slides, worked examples, checklists and support guides. • Scratch: scratch.mit.edu • Bebras UK: bebras.uk • Edinburgh Learns Digital support for iPads, Teams, online safety and digital skills.	• coding project evidence: a working project, clear rules, testing, debugging, improvement and explanation; • digital organisation checkpoints, for example sensible file names and work saved in the right place; • AI / data discussion or reflection tasks where pupils justify decisions about trust, fairness and human judgement. <i>In S1, most assessment happens naturally through the work pupils complete in class rather than through formal end-of-unit tests.</i>	• compare search results or online articles with an adult and ask: who made this, what is missing, and what would I check next? • experiment carefully with AI classification tools using balanced examples, then consider when AI is useful and when a human should decide; • use BBC Bitesize Computing and Digital Technology for general computing vocabulary and wider background reading.

Homework in S1 Digital Literacy will usually be occasional and purposeful. The main evidence of progress will come from practical work, project development, class discussion and short reflections completed during lessons._

Subject Name: S2 — Digital Literacy & Computing Science

Course Information (key topics/skills)	Class Resources and Revision Materials	Key Assessments	Extension Materials
Python Programming • Turtle graphics, shapes & patterns • Randomness, loops & debugging Computational Thinking & Computer Systems • Bebras competition • Von Neumann architecture & binary • Bitmapped graphics & data representation HTML, CSS & Computing Pioneers • Wireframe planning & HTML structure • CSS styling, images & hyperlinks • Healthy Living website project SQL Databases & Minecraft Education • Database design, primary keys & data types • SQL searches & sorts • Minecraft Education — coding in-world	• Microsoft Teams — class materials & feedback • OneNote — digital learning journal • Bebras — bebras.uk • Quizizz — theory revision (teacher shares codes) • W3Schools — w3schools.com (HTML & CSS) • BBC Bitesize — Computing Science revision	• Practical Python coding task • Quizizz theory test (each unit) • Bebras competition • Practical website task • Practical SQL database task • Ongoing teacher observation	• Python.org — free beginner tutorials • W3Schools — HTML, CSS & JavaScript • Bebras.uk — practice year-round • Code.org — further programming challenges

Subject Name: S1-3 English BGE Course Outline

Pupils in S1-S3 undertake a common course that exposes them to all the experiences and outcomes in English and Literacy as set out by Education Scotland, developing skills in Reading, Writing, Talking and Listening.

Across S1, S2 and S3, pupils can expect to experience the following:

Writing

In all three years, pupils will tackle at least one piece of Broadly Creative writing.

- S1: Creative Writing and Poetry Writing
- S2: Creative Writing and Personal Writing
- S3: Creative Writing and Reflective Writing

In all three years, pupils will tackle at least one piece of Broadly Discursive writing.

- S1: Feature Writing
- S2: Persuasive Writing
- S3: Persuasive OR Discursive OR Report

Reading

A range of texts will be studied, and pupils will aim to produce at least one critical essay per year. Other outcomes may also include a presentation, group discussion or creative response. We do not have set texts in the BGE, but some options may include:

- S1: Coraline, Pet, A Monster Calls, Smart and The Giver
- S2: Fleshmarket, Refugee, The Dark Lady, Romeo and Juliet and Frankenstein
- S3: A Thousand Splendid Suns, The Hate U Give, Lord of the Flies, Animal Farm and The Illustrated Man.

Pupils will also study poetry and media texts within their BGE years.

Pupils will also start building their **Reading for Understanding, Analysis and Evaluation** skills from S1 and they will sit an assessment in this skill each year.

Listening and Talking

Group Discussion:

- Pupils will take part in multiple group discussion tasks over the BGE years. This helps to develop both their listening and talking skills, and is good preparation for the Spoken Language assessment in National 5 and Higher.

Solo Talk:

- An important activity in building confidence in pupil speaking. Tasks may include 'The Wonder Product' or Book Talks.

Personal Reading

Personal Reading is fundamental to developing reading skills, vocabulary and writing skills. The English Faculty encourages pupils to read by taking classes to the library every two weeks. This is an opportunity to explore new books, to discuss books with each other and to complete activities to develop deeper understanding of their personal reading books.

Homework

Pupils will be asked to complete personal reading as their main homework for English. We ask that they aim to read for 10-20 minutes per day. We hope that this supports them to develop good reading habits which will support their skills throughout English.

Pupils may occasionally be set other tasks to support the work being done in class.

Extra Resources

- Textbook: English Levels 3-4: Reading for Understanding, Analysis and Evaluation Skills by Jane Cooper
- BBC Bitesize 3rd Level English <https://www.bbc.co.uk/bitesize/subjects/zbdxvcw>
- BBC Bitesize 4th Level English <https://www.bbc.co.uk/bitesize/subjects/z38myrd>
- Scottish Book Trust Book Lists: <https://www.scottishbooktrust.com/book-lists>
- Libby App: This is the CEC library app and gives access to a wide variety of ebooks and audio books <https://libbyapp.com/interview/welcome#doYouHaveACard>
- Epic Reading App <https://www.getepic.com/educators>
- Press Reader: A CEC libraries app which gives access to a wide variety of newspapers <https://www.pressreader.com/catalog>
- Literacy Boosters <https://blogs.glowscotland.org.uk/glowblogs/public/hillheadhighenglish/uploads/sites/4828/2020/03/18120255/Literacy-boosters.pdf>

Subject Name: S1 and 2 Food and Health Technology

Course Information (key topics/skills)	Class resources and Revision Materials	Key Assessments	Extension Materials
Food & Health Technology in BGE focuses on healthy eating, safe food preparation, and practical cookery skills, with some additional time focussing on basic textile skills. Pupils learn to make informed choices about food, health, and consumer issues. Understand nutrition — nutrients, dietary needs, and how food choices affect health. Apply healthy eating guidelines — using tools like the Eatwell Guide to plan balanced meals. Use safe and hygienic practices — correct food handling, equipment use, and kitchen safety. Develop practical cookery skills — measuring, preparing, cooking, and evaluating dishes. Explore consumer awareness & sustainability — food labels, budgeting, environmental impact. Build textile skills — basic sewing, fabric choice, and simple product creation.	Class resources are shared via Class Teams and handed out in class to support revision for class tests.	Key assessment dates are shared via Class Teams and directly with students. Evidence from classwork, teacher observations and assessments are used to determine the level of learning for each student.	Food Standards Scotland – Eatwell Guide & Food Safety Clear guidance on healthy eating, food hygiene, and dietary recommendations. Eatwell Guide Food Standards Scotland Official food safety and hygiene advice from Food Standards Scotland Food Standards Scotland NHS Scotland – Healthy Eating Easy-to-understand information on balanced diets and nutrition. Eat well - NHS Cooking and cleaning up together at home is excellent for developing life and work skills for all young people.

Subject Name: S1 Geography

Course Information (key topics/skills)	Class resources and Revision Materials	Key Assessments	Extension Materials
Unit 1: World Geography (August- September) - Using the index and contents page of an Atlas - Longitude and latitude - World continents and oceans - Physical features on a map (rivers, deserts, mountains)	Class resources and homework are shared through Teams. Useful Textbook throughout S1-S2: BGE S1–S3 Geography: Third and Fourth Levels (Blackman, 2020) Test your geography knowledge - World: continents and oceans quiz Lizard Point Quizzes	Forms assessment	Mapzone Ordnance Survey (for Grid reference practice) What is longitude and latitude? - BBC Bitesize https://world-geography-games.com/en/world_latitude_longitude.htm https://mrnussbaum.com/coordinates-online-game How has the world changed recently? Historical Google Earth satellite imagery
Unit 2: Climate Zones (October- November) - Hot desert climate - Animal adaptations in a hot desert climate - Hot desert landforms (sand dune and rock pedestal) - Tundra and people of the Arctic - Animal adaptations of tundra	Class resources and homework are shared through Teams. Climate graphs - Data shown on graphs - 3rd level Geography Revision - BBC Bitesize Location and climate - Tropical desert regions of the world - 3rd level Geography Revision - BBC Bitesize Location and climate - Tropical rainforest regions of the world - 3rd level Geography Revision - BBC Bitesize	Research project on a climate zone of student choice including a climate graph	Research animal adaptations in different climate zones https://www.bbc.co.uk/bitesize/guides/z66cvwx/revision/3

	Location and climate - Tundra regions of the world - 3rd level Geography Revision - BBC Bitesize		
Unit 3: Belize (December- January) - Coral reefs (formation and importance) - Locating Belize on a map and fact file creation - Threats to coral reefs - Methods of sustainable tourism	Class resources and homework are shared through Teams. Print-outs of class resources are regularly available for pupils, especially pupils with difficulty writing and processing. Useful websites: BBC Geography	Blackford Cay decision making task: analysis of building a tourist resort presented as a written report.	
Unit 4: Scotland Landscape and Weather (February- April) - Mapping Scottish locations - Glaciated/ river/ coastal/ volcanic features	Class resources and homework are shared through Teams.	Volcanic features assessment Summative test	Creative task where students create a presentation or poster detailing a 3–5-day tour of Scotland. Extension Quizzes: Test your geography knowledge - British Isles: islands Lizard Point Quizzes Test your geography knowledge - Scotland Rivers Lizard Point Quizzes
Unit 5: OS Mapping (May- June) - Map symbols - 4 and 6- figure grid references - Direction and scale - Reading contour lines	Class resources and homework are shared through Teams. Ordnance Survey Website: Mapzone Ordnance Survey Bitesize: Maps - OS map skills - 3rd level Geography Revision - BBC Bitesize		

Subject Name: S2 Geography

Course Information (key topics/skills)	Class resources and Revision Materials	Key Assessments	Extension Materials
Unit 1: Oceans (June) - Location of Earth's major oceans - Causes of plastic pollution - Impacts of plastic pollution - Strategies to reduce plastic pollution in oceans	Class resources and homework are shared through Teams. BBC Bitesize 'what happens when plastics get into the ocean?': https://www.bbc.co.uk/bitesize/articles/zrvhtrd#z9gsn9q Useful Textbook throughout S1-S2: BGE S1–S3 Geography: Third and Fourth Levels (Blackman, 2020)	Strategies to reduce ocean plastic poster task.	Great Pacific Garbage Patch Fact File: location including a map, causes and consequences.
Unit 2: Interdependence and Trade (August- November) - Key features of developed and developing countries - HDI as a measure of development - Impact of development on trade (surplus and deficit) - Advantages/ disadvantages of globalisation - The impacts of the global fashion industry on people and the environment - What is ethical shopping? What are some barriers to ethical shopping?	Class resources and homework are shared through Teams. What is development? - Development - 3rd level Geography Revision - BBC Bitesize Development and globalisation - KS3 Geography - BBC Bitesize	Brand Investigation project. Students investigate a global clothing brand of their choice and conclude on the extent to which it is an ethical brand	How are your favourite brands rated? https://goodonyou.eco/ https://www.ethicalconsumer.org/fashion-clothing/shopping-guide/ethical-jeans
Unit 3: New Environments (December- January) - Causes of global warming (enhanced greenhouse effect) - Impacts of climate change	Class resources and homework are shared through Teams. Causes of climate change: https://www.bbc.co.uk/bitesize/articles/z773ydm#zwrprmn	Students choose an endangered species and create a leaflet to explain the key threats facing the species and solutions to reverse or	

James Gillespie's High School Subject Resources S1-2

- Environmental impacts of palm oil - Impacts of melting Arctic Sea Ice on polar bears	Uses and issues relating to palm oil: https://www.bbc.co.uk/newsround/39492207 https://www.wwf.org.uk/updates/8-things-know-about-palm-oil	slow the process of the species becoming extinct.	
Unit 4: On The Move (February- April) - Push and Pull factors - Formation of tropical storms - Impacts of Typhoon Rai on people and environment - Impacts of migration in Manila - Causes and impacts of rural- urban migration in China	Class resources and homework are shared through Teams. Migration - KS3 Humanities Geography - BBC Bitesize The formation of tropical storms guide for KS3 geography students - BBC Bitesize Typhoon Haiyan Case Study - Internet Geography Typhoon Rai – A case study of a tropical storm in a developing country - Internet Geography	Forms test.	
Unit 5: Crime (May) Understand the term 'defensible space' Understand if there is a link between burglary and certain areas of Edinburgh (central and prosperity)	Class resources and homework are shared through Teams. A series of videos to support: BBC Two - Mapping Crime - Clips	Create choropleth maps of crime in Edinburgh to test a hypothesis	Scotland Crime Map

S1 Gàidhlig - Course Overview

Pupils in S1 follow a broad Gàidhlig course that develops skills in Reading, Writing, Talking and Listening, in line with the Experiences and Outcomes set out by Education Scotland. Throughout the year, pupils explore a range of engaging topics that help them build confidence, fluency and enjoyment in Gaelic. All relevant resources, materials and instructions will be shared with pupils through Microsoft Teams so they can access everything they need both in class and at home.

Aonad 1: Luchd-ciùil (August - October)

Pupils begin the year with a lively, accessible topic based on music and personal interests. They will:

Leughadh / Reading

- Read short factual texts about musicians. Identify key information and practise reading strategies. Build vocabulary related to music and personal preferences.

Sgrìobhadh / Writing

- Create an information file about a musician they admire. Design an informative poster. Organise ideas clearly for an audience.

Èisteachd agus Labhairt / Listening and Talking

- Take part in paired and group conversations. Use new vocabulary naturally in speech. Complete a short talking assessment about their chosen musician.

Measadh / Assessment

- Formative: comprehension tasks, information file, vocabulary work
- Summative: poster and talking assessment

Aonad a dhà: Feur Buidhe an t-Samhraidh (October - December)

Pupils study the short novel *Feur Buidhe an t-Samhraidh* by Tim Armstrong, exploring themes of identity, language and belonging. A link to Comhairle nan Leabhraichean's website is posted below should parents wish to purchase a copy of the novel:

<https://www.gaelicbooks.org/rannsaich-an-bh%C3%B9th/ficsean/dana-thuras-gaoir-sgeul/feur-buidhe-an-t-samhraidh>

Leughadh / Reading

- Read the novel with support. Answer comprehension and inference questions. Use evidence from the text to support ideas. Build vocabulary through context.

Sgrìobhadh / Writing

- Learn how to structure a literary review. Write a full review of the novel.

Listening & Talking

- Discuss characters, themes and predictions. Work in groups to explore ideas.

Measadh / Assessment

- Formative: comprehension questions, vocabulary tasks, draft review
- Summative: written review of the novel

Aonad a trì: An Saoghal Os-Nàdarra (January - March)

Pupils explore Gaelic supernatural stories, connecting traditional culture with modern communication skills.

Leughadh / Reading

- Read a range of supernatural stories. Identify key themes, emotions and atmosphere. Analyse how language creates tension.

Sgrìobhadh / Writing

- Use descriptive vocabulary to create atmosphere. Write a supernatural report or podcast script.

Listening and Talking

- Listen to supernatural stories and discuss reactions. Give and receive feedback on classmates' work. Record or present their own supernatural story.

Measadh / Assessment

- Formative: drafts, vocabulary tasks, peer feedback
- Summative: creative writing (report or podcast script)

Further resources

An t-Each-Uisge / The Kelpie

- <https://scotlands-stories.com/scottish-kelpie-legends/> - overview of the legend of the kelpie.

Dìomhaireach nan Eilean Flannach / The Flannan Isles mystery:

- <https://www.nlb.org.uk/history/flannan-isles/> - Northern Lighthouse Board. Overview of the Flannan Isles mystery.
- <https://www.bbc.co.uk/programmes/p05gl5bs> - BBC Alba. Video depicting the scale and remoteness of the Flannan Isles' lighthouse.
- <https://www.youtube.com/watch?v=MoFwXvDEy2Q> – Narration and animation of the Flannan Isle's mystery.

Coinneach Odhar – The Brahan Seer:

- <https://www.historic-uk.com/HistoryUK/HistoryofScotland/The-Brahan-Seer-the-Scottish-Nostradamus/> - overview of the story of the Brahan Seer
- <https://mapofstories.scot/the-story-of-coinneach-odhar-and-the-stone/> - "How the Brahan Seer began and ended"

Aonadh 4: Rì Aghaidh na Creige (March – May)

Pupils study the short story *Rì Aghaidh na Creige* by Maoilios Caimbeul, focusing on emotions, relationships and moral choices. A link to the story is shared below:

<http://storlann.org.uk/goireasan/eds-downloads/Storlann-Eadar-Da-Sgeul.pdf>

Leughadh / Reading

- Understand characters, motivations and themes. Explore feelings such as fear, courage and trust. Identify key moments and turning points.

Sgrìobhadh / Writing

- Write a short creative response (e.g., alternative ending). Use expressive vocabulary to describe emotions and atmosphere.

Èisteachd agus Labhairt / Listening and Talking

- Take part in group discussions. Prepare short dramatic scenes or conversations. Share personal responses to the story.

Measadh / Assessment

- Formative: comprehension tasks, vocabulary work, group discussion
- Summative: creative response (writing, dialogue or poster)

How Parents Can Support Learning

Parents do not need to speak Gaelic to help. Support can include:

- Asking your child to explain what they are learning. Encouraging regular reading. Helping them organise research or creative tasks. Providing a quiet space for reading, writing or recording. Showing interest in their ideas and projects.

Extra Resources

- **Am Faclair Beag** - Online Gaelic Dictionary <https://www.faclair.com>
- **LearnGaelic** - Dictionary & Videos <https://learngaelic.scot>
- **Comhairle nan Leabhraichean** – Gaelic Books Council <https://www.gaelicbooks.org/?lang=en>
- **BBC Alba** – Gaelic broadcasting content <https://www.bbc.co.uk/tv/bbcalba>
- **SpeakGaelic** – language-learning resources for adults <https://speakgaelic.scot/>

S2 Gàidhlig - Course Overview

Pupils in S2 continue to develop their Reading, Writing, Listening and Talking skills through four varied units. The course builds on the foundations of S1, encouraging deeper thinking, more independent learning, and greater confidence in using Gaelic in real and creative contexts. All relevant resources, materials and instructions will be shared with pupils through Microsoft Teams so they can access everything they need both in class and at home.

Aonad a h-aon: Burke agus Hare (August - October)

This opening unit explores the dramatic story of Burke and Hare, connecting Gaelic to Edinburgh's local history. The topic is gripping and accessible, helping pupils settle into S2 with confidence.

Leughadh / Reading

- Short texts about Burke and Hare. Identifying key information and summarising events. Understanding historical vocabulary and context

Sgrìobhadh / Writing

- Creative writing (e.g., diary entries from Burke or Hare). Scriptwriting based on historical scenes. Editing and improving writing for clarity, structure and accuracy

Èisteachd agus Labhairt / Listening and Talking

- Class discussions about the events and characters. Group work to plan and rehearse a dramatic scene. Recording or performing a short, scripted scene using iPads

Measadh / Assessment

- **Formative:** comprehension tasks, group discussions, vocabulary maps
- **Summative:** a scripted scene about Burke and Hare

Further resources:

Anatomy and crime - Burke and Hare: The body snatchers <https://www.bbc.co.uk/bitesize/articles/zvrsydm#zhxbcmn>

Who were Burke and Hare? | Hunting for History | BBC Teach <https://www.youtube.com/watch?v=6frRTv8Dmhk>

Aonad a dhà: An Creanaiche (October – December)

Pupils study *An Creanaiche* by Ruairidh MacIlleathain - a modern Gaelic novel that blends fiction with historical themes. This unit strengthens reading comprehension, prediction, analysis and evidence-based thinking. Parents wishing to purchase a copy of the novel may do so via the link below:

<https://www.gaelicbooks.org/explore-the-shop/fiction/adventure-thriller/an-creanaiche?lang=en>

Leughadh / Reading

- Reading the opening chapters with support. Learning vocabulary linked to the novel's themes. Creating storyboards and summaries. Making predictions and linking evidence to theories.

Sgrìobhadh / Writing

James Gillespie's High School Subject Resources S1-2

- Writing short summaries of key events. Creating a “detective board” linking evidence and theories. Writing a full book review with introduction, key points, personal opinion and conclusion. Editing and improving writing in groups.

Èisteachd agus Labhairt / Listening and Talking

- Class discussions about characters and events. Group work to analyse evidence and theories. Sharing ideas and responding to different viewpoints.

Measadh / Assessment

- **Formative:** storyboards, predictions, evidence boards
- **Summative:** written review of *An Creanaiche*
- Edit their work to improve clarity and structure

Further resources:

- Interview with Ruairidh MacIlleathain - <https://vimeo.com/230152845>
- An Creanaiche reviewed on ‘Leugh Mi’ / Book show - <https://www.bbc.co.uk/programmes/p08k85xs>

Aonad a trì: Carson a’ Ghàidhlig? (January - March)

This unit is designed to be personal, reflective and meaningful. Pupils explore the role of Gaelic in their own lives and create a podcast about why Gaelic matters.

Leughadh agus Sgrìobhadh / Reading and Listening

- Listening to podcasts or interviews about Gaelic today. Discussing the role of Gaelic in modern Scotland. Creating mind-maps of ideas and values. Writing simple scripts or bullet-point notes. Planning interview questions. Editing scripts for clarity and flow.

Labhairt / Talking

- Conducting interviews with older pupils or staff. Recording a short podcast episode. Giving feedback on classmates’ recordings.

Measadh / Assessment

- **Formative:** research questions, scripts, interviews, discussions
- **Summative:** recorded podcast on “Why Gaelic?”

Further resources:

UNESCO - Indigenous & Minority Languages

- Explains why languages matter, why they disappear, and how young people can help. <https://www.unesco.org/en/languages>

European Day of Languages

- Fun games, quizzes, and info about Europe’s minority languages. <https://edl.ecml.at/en/>

Endangered Languages Project

- Interactive world map with videos and stories from speakers. <https://www.endangeredlanguages.com/>

Aonad a ceithir: Turasachd (March – May)

This research-based unit explores tourism in Scotland and internationally. Pupils learn to use Gaelic to understand and discuss real-world issues.

Leughadh / Reading

- Short texts about tourism in Edinburgh. Reading about tourism in the Highlands. Identifying key information and summarising findings.

Èisteachd / Listening

- Listening to recordings about tourism. Identifying advantages and disadvantages. Group mind-mapping activities.

Sgrìobhadh / Writing

- Organising research notes clearly. Using vocabulary related to tourism, economy and culture. Preparing scripts or notes for a presentation.

Labhairt / Talking

- Group presentation on an international location. Focus on body language, eye contact and confident delivery. Using clear, accurate Gaelic in a real-world context.

Measadh / Assessment

- **Formative:** comprehension tasks, listening tasks, research notes
- **Summative:** group presentation on an international destination

Further resources:

Advantages and disadvantages of tourism: <https://www.aplustopper.com/advantages-and-disadvantages-of-tourism/>

Research and insight on tourism in the Highlands: https://www.visitscotland.org/research-insights/regions/highlands?utm_source=copilot.com

Eco-tourism in the Scottish Highlands <https://www.nationalgeographic.com/travel/article/eco-conscious-adventure-through-the-scottish-highlands>

How Parents Can Support Learning Parents do not need to speak Gaelic to help. Support can include:

- Asking your child to explain what they are learning. Encouraging regular reading. Helping them organise research or creative tasks. Providing a quiet space for reading, writing or recording. Showing interest in their ideas and projects.

Extra Resources

- **Am Faclair Beag** - Online Gaelic Dictionary <https://www.faclair.com>
- **LearnGaelic** - Dictionary & Videos <https://learngaelic.scot>
- **Comhairle nan Leabhraichean** – Gaelic Books Council <https://www.gaelicbooks.org/?lang=en>
- **BBC Alba** – Gaelic broadcasting content <https://www.bbc.co.uk/tv/bbc Alba>
- **SpeakGaelic** – language-learning resources for adults <https://speakgaelic.scot/>

Subject Name: S1 History

Course Information (key topics/skills)	Class resources and Revision Materials	Key Assessments	Extension Materials
<u>Term One:</u> Introduction to History: chronology & timelines; primary vs secondary sources; fact, opinion & bias Early Scotland: Peoples of early Scotland; Vikings — reasons & impact; Kingdom of Alba; Kenneth MacAlpin; David I & feudalism. <u>Terms Two and Three:</u> Scottish Wars of Independence: Death of Alexander III; Margaret/Maid of Norway; The Great Cause; King John & Edward I; Edward's control (Toom Tabard, Ragman's Roll); William Wallace (sources & debate); Battles of Stirling Bridge & Falkirk; Death of Wallace; Robert the Bruce's campaigns; Bannockburn (Day 1 & Day 2); Declaration of Arbroath; Treaty of Edinburgh.	Class Teams PowerPoints, worksheets, iPads Textbook: The Kingdom of Scotland in the Middle Ages, 400–1450 Clickview: Neil Oliver "Hammer of the Scots" (class link) Other video clips used throughout BBC Bitesize https://www.bbc.co.uk/bitesize/topics/z8g86sg	Benchmarked outcomes: scaffolded expectations (e.g., provide ≥ 2 reasoned conclusions; identify multiple causes & impacts; present evidence-based opinions) Ongoing formative: class tasks, quizzes (primary/secondary), in-class checks. Introduction: Famous person timeline (assessment). Early Scotland: comparative table; formative checks. Wars Phase 1: Great Cause decision task; formative class assessment. Wars Phase 2: Essay — Battle of Stirling Bridge (description, explanation, judgement, evidence); Wallace poster; Ragman's Roll seal task.	Wider reading from textbook and Clickview documentary BBC Bitesize and class SharePoint resources Research/extended writing tasks, source-evaluation extension activities

Key skills: - chronology - source handling (primary/secondary) - distinguishing fact/opinion/bias - research - extended writing - data handling - comparative analysis - evidence-based judgement - collaboration and discussion		Wars Phase 3: Product Design Challenge (3 lessons) — group project, presentation & peer assessment	
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Subject Name: S2 History

Course Information (key topics/skills)	Class resources and Revision Materials	Key Assessments	Extension Materials
<u>Term One</u> The Trade in Enslaved African People: Africa before slavery; Triangular Trade; Middle Passage; Auctions; Life on plantations; Resistance; Abolition JFK Assassination: Background to JFK; Cuban Missile Crisis; crime scene; witness testimony; ballistics; single-bullet theory; Lee Harvey Oswald. <i>(will go into Term Two)</i> <u>Term Two and Three</u> Civil Rights in the USA (1955–1968): Jim Crow laws; Lynching, the KKK and Emmett Till; Montgomery Bus Boycott; Little Rock Nine; Martin Luther King;	SharePoint / Class Teams PowerPoints, worksheets Textbooks: Black People of the Americas Media: Clickview resources, other video clips used throughout BBC Bitesize https://www.bbc.co.uk/bitesize/guides/z6bmn39/revision/2 Classroom tasks and source packs for crime-scene	Benchmarked outcomes: present ≥ 3 valid conclusions from sources; provide multiple reasoned explanations; evaluate inequality and responses; assess impacts of technological/political change. Ongoing formative: class tasks, source evaluations, in-class submissions and reflections (x3), classroom discussions. Trade in Enslaved People: KU submissions (knowledge + descriptions/explanations); reflections on learning and decolonising curriculum; Summative assessment (describe, explain and comparison Qs) JFK unit: JFK Crime Scene Report — evidence, witness statements, ballistic analysis, theories, judgement with supporting reasons. Civil Rights unit: Project on an individual who stood up against segregation — contextual explanation, protest methods, outcomes, impact assessment. Regular benchmarked activities:	Wider reading from textbook Clickview documentaries BBC Bitesize Research essays, source-evaluation extension tasks, Presentations and debates

Sit-Ins and Freedom Rides; Birmingham/Selma; Assassination of MLK. Core skills: source handling and evaluation, extended writing, constructing evidence-based arguments, data handling (trajectory/costs/statistics), empathy and perspective-taking, comparative analysis, presenting reasoned judgements.		source comparisons, reasoned conclusions, evidence-based arguments.	
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Subject Name: Maths S1-6 Course Outline

The following link takes you to a Padlet which details all the courses within the maths faculty and the resources which help to support the learning and teaching within each course.

<https://padlet.com/9071434/maths-at-jghs-8i4zrmf2mrtbogvr>

Subject Name: S1 and 2 Modern Foreign Languages

Course Information (key topics/skills)	Class resources and Revision Materials	Key Assessments	Extension Materials
In the BGE, learners develop the four language skills of speaking, writing, listening and reading. In the earlier stages of BGE, students learn to discuss themselves, their immediate surroundings, and their routines including topics such as: Personal details: Names, ages, birthdays, nationalities, and physical/personality descriptions. Family & Pets: Describing family members, friends, and animals. Free time & Hobbies: Sports, music, television, cinema, and weekend activities. School life: School subjects, classroom objects, opinions on teachers, and daily routines. Local area: Describing where you live, the weather, and local amenities (shops, parks, etc.)	Class Teams: Each class has a Class Teams page where additional resources are shared. BBC Bitesize: French, German and Spanish – level 3 3rd level - Scotland - BBC Bitesize French, German and Spanish – level 4 4th level - Scotland - BBC Bitesize Mandarin is not available on BBC Bitesize and so supporting resources are all shared via Teams and in class.	Key assessment dates are shared via Class Teams and directly with students for all four language skills of speaking, writing, listening and reading. Evidence from classwork, teacher observations and assessments are used to determine the level of learning for each student.	Watching foreign language films can really support language development.

Subject Name: S1 Modern Studies – Faculty of Humanities

Course Information (key topics/skills)	Class resources and Revision Materials	Key Assessments	Extension Materials
Children Across the World	S1 year group TEAM with class channel. Course content saved in files section of the TEAM	Ongoing assessments through classwork, and teacher observations with feedback to students. Key assessed pieces of work: 1. Newspaper Report – Child Poverty 2. Group presentation – Decision-making skills exercise 3. Development indicators fact file Ongoing additional weekly ‘news hounds’ activity linked to course topics	‘News hounds’ task ‘The Big Q’ quarterly competition – posted on TEAMS Additional Reading: Use of local library to read extensively for pleasure on societal issues/ world issues at an age-appropriate level guided by parents. Viewing current affairs programmes, documentaries and TED Talks on related subjects.

Subject Name: S2: Modern Studies – Faculty of Humanities

Course Information (key topics/skills)	Class resources and Revision Materials	Key Assessments	Extension Materials
Political Ideologies and Systems of Governance	S2 year group TEAM with class channel Course content saved in files section of the TEAM Optional specific extension/ challenge homework PPT available.	Research and video task on 'Dictatorships' S2 Knowledge and Understanding assessment – Democracy and Dictatorship Poster comparison task Mock Election group task activity.	Black History Month Competition posted on TEAMS 'The Big Q' quarterly competition posted on TEAMS Optional specific extension/ challenge homework PPT available on TEAMS - 'Additional S2 Homework' with points allocated per task undertaken. Additional Reading: Use of local library to read extensively for pleasure on societal issues/ world issues at an age-appropriate level guided by parents. Viewing current affairs programmes, documentaries and TED Talks on related subjects.

Subject Name: S1 Music

Course Information (key topics/skills)	Class resources and Revision Materials	Key Assessments	Extension Materials
Unit 1 Music Literacy Group / Solo Performing (August – December)	<u>Class Resources</u> - Sheet Music (SharePoint) - Performance Diary - PowerPoints <u>Homework Booklet and Revision Material</u> All resources available through Microsoft Teams / OneNote	Literacy Test (November) Performance Assessment (December)	Music Literacy Quizzes Beats in a Bar Quiz
Unit 2 – Instruments of the Orchestra (January – February)	<u>Class Resources</u> - Sheet Music (SharePoint) - Performance Diary - PowerPoints - Research Stations <u>Pupil Booklet</u> <u>Revision Material</u> - Listening Test Revision (Forms) All resources available through Microsoft Teams / OneNote	End of Unit Listening Test (Forms version available)	Orchestral Instrument Families (Audio Quiz) How is the sound produced (Audio Quiz) Methods of Playing 1 Methods of Playing 2 Additional extension tasks within lesson materials

Unit 3 - Vocal Music: Carmen (February – March)	<u>Class Resources</u> • Sheet Music (SharePoint) • Performance Diary • PowerPoints <u>Pupil Booklet</u> All resources available through Microsoft Teams / OneNote	Performing Assessment (Peer/Self Evaluation)	Tempo Quiz (Audio) Tempo Quiz (No Audio)
Unit 4 - Film Music (April – June)	<u>Class Resources</u> • Sheet Music (SharePoint) • Performance Diary • PowerPoints <u>Pupil Booklet</u> <u>GarageBand (iPad app)</u> All resources available through Microsoft Teams / OneNote	Performance Assessment (Peer/Self Evaluation) Assignment Submission (Composition Task)	

Key Skills (*Skills 4.0 – Skills Development Scotland*)

- **Self-management** – Focussing, Critical Reflection, Adaptability, Independent Thinking, Self-learning, Self-motivation, Responsibility
- **Social Intelligence** –Communicating, Relationship Building, Teamworking and collaboration
- **Innovation** – Curiosity, Creativity, Analysis, Critical Thinking

Subject Name: S1 Music Technology

Course Information (key topics/skills)	Class resources and Revision Materials	Key Assessments	Extension Materials
Unit 1 – Top 5 Project (August / January)	<u>Class Resources</u> - PowerPoints - Audio Files <u>GarageBand (iPad app)</u> All resources available through Microsoft Teams	Coursework Submission Peer / Self Evaluation	Live Loops Project
Unit 2 – Found Sounds Project (September – October / February – March)	<u>Class Resources</u> - PowerPoints - Audio Files BBC Sound Effects Library <u>GarageBand (iPad app)</u> All resources available through Microsoft Teams	Coursework Submission Peer / Self Evaluation	Live Loops Project
Unit 3 – Podcast Project (UNCRC) (October – December / April – May)	<u>Class Resources</u> PowerPoints <u>GarageBand (iPad app)</u> All resources available through Microsoft Teams	Coursework Submission Peer / Self Evaluation	Live Loops Project

Key Skills (*Skills 4.0 – Skills Development Scotland*)

- **Self-management** – Focussing, Critical Reflection, Adaptability, Independent Thinking, Self-learning, Self-motivation, Responsibility
- **Social Intelligence** – Communicating, Relationship Building, Teamworking and collaboration, Global and cross cultural competence, Influencing, Developing others
- **Innovation** – Curiosity, Creativity, Analysis, Critical Thinking
- **Digital Literacy**

Subject Name: S2 Music

Course Information (key topics/skills)	Class resources and Revision Materials	Key Assessments	Extension Materials
Unit 1 – Solo Performing (Instrument 1) (August – September)	<u>Class Resources</u> • PowerPoints (Starters) • Sheet Music (SharePoint) • Performance Diary All resources available through Microsoft Teams / OneNote	Performing Assessment	
Unit 2 – Video Games (October – December)	<u>Class Resources</u> • PowerPoints • Sheet Music (SharePoint) • Performance Diary • Audio / Visual Resources (SharePoint) • BBC Sound Effects Library <u>GarageBand (iPad app)</u> All resources available through Microsoft Teams / OneNote	Coursework Submission (Music Tech Project) Peer / Self Evaluation	Music Literacy Quizzes Rhythm & Tempo Quiz Additional extension tasks within lesson materials

Unit 3 – Solo Performing (Instrument 2) (January – February)	<u>Class Resources</u> • PowerPoints (Starters) • Sheet Music (SharePoint) • Performance Diary All resources available through Microsoft Teams / OneNote	Performing Assessment Peer / Self Evaluation	
Unit 4 – Song Writing (February – March)	<u>Class Resources</u> • PowerPoints • Composition Diary <u>GarageBand (iPad app)</u> All resources available through Microsoft Teams / OneNote	Coursework Submission Peer / Self Evaluation	Major/Minor Tonality Quiz Melody Quiz Form & Structure Quiz
Unit 5 – World Music (April – May)	<u>Class Resources</u> • PowerPoints • Sheet Music (SharePoint) • Performance Diary All resources available through Microsoft Teams	Performing Assessment (Peer / Self Evaluation)	Music Styles Quiz

Key Skills (*Skills 4.0 – Skills Development Scotland*)

- **Self-management** – Focussing, Critical Reflection, Adaptability, Independent Thinking, Self-learning, Self-motivation, Responsibility
- **Social Intelligence** – Communicating, Relationship Building, Teamworking and collaboration, Global and cross cultural competence, Influencing, Developing others
- **Innovation** – Curiosity, Creativity, Analysis, Critical Thinking
- **Digital Literacy**

Subject Name: S1 Science

Course Information (key topics/skills)	Class resources and Revision Materials	Key Assessments	Extension Materials
Students will study different topics on Biology, Chemistry and Physics on a rota basis. Rota 1 - Exploring Space - Planet Earth and its Biodiversity - Periodic Table Rota 2 - Energy Matters - Health and Technology - Chemical Reactions Skills In addition to the scientific literacy skills embedded within our courses, there is a specific focus on the scientific numeracy skills detailed below: - graph drawing - calculating a mean - whole number ratio - calculating percentages - processing data into tables The S1 course is designed and based upon BGE Third Level experiences and outcomes.	Students can access materials online on SharePoint to support their learning (student login required).  Each topic has the following resources available: - Learning Outcomes - Summary Notes - Lessons - Class Resources (files for class use) - Homework - Revision Materials	At the end of each topic, students will complete an end of topic test. Assessments will test the knowledge and skills studied throughout each topic.	BBC Bitesize Third Level Science:  BBC Bitesize Fourth Level Science:  A course book covering the Third Level outcomes is available from BrightRed: 

Subject Name: S2 Science

Course Information (key topics/skills)	Class resources and Revision Materials	Key Assessments	Extension Materials
Students will study different topics on Biology, Chemistry and Physics on a rota basis. Rota 1 - Electricity & Electronics - Environmental Chemistry - Microbes Rota 2 - EM Spectrum - Core Chemistry - Cracking the Code Skills In addition to the scientific literacy skills embedded within our courses, there is a specific focus on the scientific numeracy skills detailed below: - graph drawing - calculating a mean - whole number ratio - calculating percentages - processing data into tables - rearranging formulae - carry out calculations using formulae The S2 course is designed and based upon BGE Third Level experiences and outcomes, however, will progress into Fourth Level in some areas.	Students can access materials online on SharePoint to support their learning (student login required).  Each topic has the following resources available: - Learning Outcomes - Summary Notes - Lessons - Class Resources (files for class use) - Homework - Revision Materials	At the end of each topic, students will complete an end of topic test. Additionally, upon completion of the Rota 1 topics, students will complete a Rota Test based on these three topics. Assessments will test the knowledge and skills studied throughout each topic.	BBC Bitesize Third Level Science:  BBC Bitesize Fourth Level Science:  A course book covering the Third Level outcomes is available from BrightRed: 

Digital support for navigating school iPads:

General iPad support:

[Digital Skills – Edinburgh Learns Digital | City of Edinburgh Council](#)

Teams support:

[Workflow and your iPad – Edinburgh Learns Digital | City of Edinburgh Council](#)

Internet Safety and Cyber Resilience:

[Cyber Resilience and Internet Safety – Edinburgh Learns Digital | City of Edinburgh Council](#)