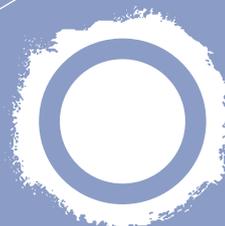


International Baccalaureate
Primary Years Programme (PYP)
Curriculum Guide
3-11 Years



Southbank
International School
A school without walls

Contents

SECTION I

- 02 Southbank International School

SECTION II

- 06 The International Baccalaureate Primary Years Programme (PYP)
- 10 Early Childhood
- 11 A School Without Walls/London As Our Classroom
- 12 Extracurricular Activities
- 12 Learning Support
- 13 How Will You Know How Your Child Is Doing?
- 13 How Can You Support Your Child's Learning?
- 14 The PYP Exhibition
- 14 After the PYP, What Next?

SECTION III

- 15 PYP Subject Guides
 - Language: English (Language of Instruction)
Home Languages
Spanish
English as an Additional Language (EAL)
 - Mathematics
 - Science
 - Social Studies
 - Arts (Visual Arts, Music, Drama)
 - Personal, Social and Physical Education (PSPE)
 - Physical Education (PE)

- 20 Glossary



Southbank International School

Southbank International School is the first school in the UK to have been authorised to offer all three International Baccalaureate (IB) programmes. We have led the way in providing internationally-relevant world class education for 30 years and continue to be at the forefront.

The school has flourished from its humble beginnings on London's South Bank with a few dozen students. It is now a tri-campus institution in the heart of London serving more than 700 3-18/19 year olds.

Welcoming students from every country, Southbank is currently home to over 60 nationalities (more if you include members of our staff). We seek to create a harmonious community based on fairness, integrity and respect for others who may hold different opinions.

Our student population is drawn from London's international community – including children of expatriates, business people, diplomats, and other professionals. Many students have English as their second language or are bi/multi-lingual and so naturally Southbank offers a strong language programme. The language of instruction at the school is English and students who need to learn English as an additional language are supported through dedicated EAL lessons.

Most of our staff have international experience, having worked and lived in a number of countries. They understand and can help students who have moved frequently. Students joining Southbank from abroad arrive all through the year. They are instinctively welcomed and included – everyone remembers what it was like to be “the new one”.



Located in some of the most desirable residential locations in London, we have two primary schools for 3-11 year olds: Southbank Hampstead is an attractive, purpose-built school behind an Edwardian style façade; Southbank Kensington is a charming building, originally two original Victorian villas, a couple of minutes from Notting Hill Gate tube station.

Both primary schools feed into Southbank Westminster (11-16 year olds) situated in a superb Grade II listed building, the one-time home of writer Frances Hodgson Burnett, with sumptuous architectural features based on the sketches of Robert Adam (1773). The campus is a stone's throw from Regent's Park and also has an annexe for IB Diploma students (16-18/19 year olds) in Conway Street.

Southbank is most definitely not a typical school. There is no uniform, the admissions process requires qualities in addition to academic attainment and students consistently go on to be high achievers. We use London as our classroom, taking full advantage of the city's cultural riches (see page 11). All Primary students from the age of 5 upwards learn to play a musical instrument. Virtually all students go on to university and their examination results place Southbank in the top division of schools in Britain for academic performance.

Southbank's classes are organised slightly differently from some national school systems. See the table below for comparisons. If you would like information about other systems, our Admissions staff will be happy to provide this.

Southbank is an energetic, enthusiastic and engaged community. Our students' and parents' determination to take action and make a difference means the school raises many thousands of pounds each year for local, national and international charities.



	Age (on 1 Sept)	Southbank Class	UK	USA	India	France	Japan
Primary Years Programme	3 years 2 months	Early Childhood 3 (EC3)	Nursery	Nursery	Nursery	Petite Section	K1
	4+	Early Childhood 4 (EC4)	Reception	Pre-K	Lower K	Moyenne Section	K2
	5+	Kindergarten	Year 1	Kindergarten	Upper K	Grande Section	K3
	6+	Grade 1	Year 2	Grade 1	Std. 1	Course Préparatoire	Grade 1
	7+	Grade 2	Year 3	Grade 2	Std. 2	C.E.1	Grade 2
	8+	Grade 3	Year 4	Grade 3	Std. 3	C.E.2	Grade 3
	9+	Grade 4	Year 5	Grade 4	Std. 4	C.M.1	Grade 4
	10+	Grade 5	Year 6	Grade 5	Std. 5	C.M.2	Grade 5
Middle Years Programme	11+	Grade 6	Year 7	Grade 6	Std. 6	Sixième	Grade 6
	12+	Grade 7	Year 8	Grade 7	Std. 7	Cinquième	Grade 1
	13+	Grade 8	Year 9	Grade 8	Std. 8	Quatrième	Grade 2
	14+	Grade 9	Year 10	Grade 9	Std. 9	Troisième	Grade 3
	15+	Grade 10	Year 11	Grade 10	Std. 10	Deuxième	Grade 1
Diploma Programme	16+	Grade 11	Year 12	Grade 11	Std. 11	Première	Grade 2
	17+	Grade 12	Year 13	Grade 12	Std. 12	Terminale	Grade 3

Here's what other people have said about us:

"The learning programme at Hampstead is broad, rich, balanced, varied and interesting... Students feel safe in school and valued as individuals and their pastoral care is excellent." *SIS Inspection Report 2013 for Southbank Hampstead*

"The quality of education is good, with a significant number of outstanding features... Behaviour is excellent. Students are very well cared for... Teaching is overall of high quality." *SIS Inspection Report 2013 for Southbank Kensington*

"Student's personal development is excellent.. The result is a thriving international community with a strong focus on learning... The quality of teaching and assessment is good." *SIS Inspection Report 2013 for Southbank Westminster*

"All initially shy, bookish children, they have developed the confidence to stand up for, and explain, their ideas... They have interesting ideas...and know that if they bring them to school they will be listened to and valued, even if not put into practice. They are conscious that the world is made up of different people and thrive on their different cultures and ideas. They have no qualms in researching a topic if it interests them, whether part of their homework or not. They can stand up and speak in front of a crowd with confidence...I am awed at how incredible my children are becoming thanks to the PYP." *Comment from Parent Survey*

"New students may think that they will have no friends because they are from a different place. But this is an international school so they will make friends from all over the world. Southbank International is a great school to be part of." *Current PYP student*

"My child is learning maths and science well ahead of my expectations. More importantly, she loves learning and looks forward to going to school. But I also appreciate the emphasis on creative skills like drawing and communicating, as well as physical education. Overall, the experience is very well rounded and the teachers are fantastic." *Comment from Parent Survey*

"My son, who is three, is learning so much without realizing he is learning. The programme is highly interactive and he loves to join in. He is challenged by his teachers in a very age appropriate manner." *Comment from Parent Survey*

"We can't think of a better place for our son and daughter to be in! We just think that the way you teach is the best way for a child/person to learn and an amazing way to get them ready for the world." *Prospective parent, after visiting our Information Morning*

"There's a lot being written, a lot being questioned about why so many of our youth are irresponsible, feckless, and lacking motivation, courtesy, understanding and respect. We may be no closer to the answer, but I can tell you one thing. There's a very good antidote nestled firmly in the heart of London, and these kids are role models for their generation – and generations to come. Of course it may have something to do with strong teaching, and an even stronger moral code, but my feeling is that it has more to do with belief and expectations, and the results could not be more conclusive." *From an article in SecEd magazine*

Southbank is authorised (and regularly evaluated) by the IB. It is also inspected by the Schools Inspection Service (SIS). Southbank is a founding member of the London International Schools Association (LISA) and the International Baccalaureate Schools and Colleges Association of the UK and Ireland (IBSCA), and a member of the International Schools Sports Association (ISSA).

For more information, including details of fees and how to apply, visit www.southbank.org



MISSION STATEMENT & CORE VALUES

Southbank International School is committed to academic rigour, a liberal ethos, and the values of the International Baccalaureate.

CORE VALUES

Southbank aims to be an international school that:

- has a broad curriculum with a global outlook, and a strong emphasis on inquiry
- promotes academic rigour and excellence, and enthusiasm for learning
- provides opportunities for students to study other languages, as well as their own, and to become good communicators
- celebrates intellectual scepticism, and stresses the importance of remaining open-minded and reflective
- supports individual needs and develops individual strengths, so that everyone can fulfill their potential
- uses London as a classroom.

And to be an open, inclusive community that:

- offers a safe, caring, and supportive environment
- has high expectations in all areas
- treats every individual with fairness and respect
- celebrates diversity, and welcomes those new to the school community
- encourages dialogue, and listens to and considers others' point of view
- has strong and effective leadership which makes clear decisions after appropriate consultation
- develops a culture of responsibility, service and accountability
- encourages a culture in which creativity and imagination are celebrated.

A school without walls that:

- is open to the outside world and uses London as the classroom
- encourages and supports innovation
- gives rein to the creativity and imagination of its members
- is a community in which all of its members see themselves as learners

A school meeting the individual needs of its students that:

- adapts to different learning styles, interests and aptitudes
- has high expectations in all areas
- believes that everyone can succeed.

IB MISSION STATEMENT

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organisation works with schools, governments and international organisations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.



The International Baccalaureate Primary Years Programme

The International Baccalaureate (IB) Primary Years Programme (PYP) is a curriculum designed for students aged 3-11. It is the first part of the IB's curriculum for 3-18/19 year olds, culminating in the Diploma Programme, an internationally recognised and respected post-18 qualification. The IB curricula aim to help children become successful learners in the contexts of the 21st Century; to become adults who are able to work successfully in a rapidly changing world, and to have the determination, flexibility and character to succeed in their lives.

The central purpose of the PYP is to develop the attributes and traits identified in the IB Learner Profile. Students are encouraged to become: **inquirers, thinkers, communicators, risk-takers**, and to be **knowledgeable, principled, caring, open-minded, balanced** and **reflective**. They develop these attributes within the classroom, during Town Meetings (assemblies), on the playground, and while participating in Southbank's many extracurricular activities. We encourage our whole community to develop these attributes, so students should also be showing these characteristics at home (and so should parents!).

The PYP is all about **inquiry**: the process through which a learner moves from his or her current level of understanding to a new and deeper level. Our students will be:

- Exploring, wondering and questioning
- Collecting data and reporting findings
- Taking and defending a position
- Using critical thinking skills to understand a concept
- Making and testing theories
- Experimenting and playing with possibilities
- Solving problems in a variety of ways.

Using inquiry-based learning, the PYP is able to engage and challenge students who have many diverse perspectives, values, cultural backgrounds, and languages. Southbank is committed to a developmental approach. This means that students may progress through the programme at different rates.



WHAT WILL YOUR CHILD BE LEARNING?

During each year of school, students in Kindergarten (5-6 years) to Grade 5 (10-11 years) experience six different units of inquiry and spend approximately six weeks on each unit. Early Childhood (3-5 years) students experience four units of inquiry throughout each school year.

All units explore the **transdisciplinary themes** of:

Who We Are

Where We Are In Place and Time

How We Express Ourselves

How The World Works

How We Organise Ourselves

Sharing The Planet.

The PYP is a transdisciplinary curriculum, which draws individual disciplines together into a coherent whole, while preserving the essence of each subject.

PROGRAMME OF INQUIRY

Each unit of inquiry includes opportunities for students to develop all five of the following **essential elements**:

1. Knowledge

the areas of knowledge that we deem especially significant for the promotion of international mindedness in our students

2. Skills

social, communication, thinking, research and self-management

3. Concepts

What is it like?

How does it work?

Why is it like it is?

How is it changing?

How is it connected to other things?

What are the points of view?

What is our responsibility?

How do we know?



4. Attitudes

The attitudes we encourage towards people, the environment and learning are: appreciation, commitment, confidence, co-operation, creativity, curiosity, empathy, independence, integrity, respect, tolerance

5. Action

We encourage our students to take action from their learning. This action may extend the child's learning or it may have a wider social impact. For instance, following on from the unit of inquiry under the transdisciplinary theme Sharing The Planet, students set up a composting bin to recycle organic waste from the school.



UNITS OF INQUIRY EXPLAINED

Each unit of inquiry emphasises different disciplines such as language, mathematics, social studies, science, the arts (visual arts, music and drama), and personal, social and physical education (PSPE). The units of inquiry referenced in the following pages are subject to change as each year the programme of inquiry is reviewed and refined. The following example illustrates one way that a unit of inquiry may be approached through different disciplines.

How We Express Ourselves in Grade 2 has a language and social studies focus. Students explored a variety of stories from different countries and cultures. They re-told stories, created their own stories, interpreted stories for a moral and presented stories through drama. In art, students explored symbols in paintings as a method of telling stories through pictures. In music, they appreciated the same stories as interpreted by different composers. In Spanish, they broadened their vocabulary whilst describing story characters. In PE, students explored the use of dance to tell a story. Mathematics was not integrated into this unit, so students worked on real-life problems using numbers up to 1000 and demonstrated rapid recall of known addition and subtraction facts to 20.

Other units, such as How The World Works, are focused on science. During this unit, the students learnt about how simple machines such as cams, levers, ramps and axles are used in everyday life. Mathematics was integrated into this unit, as students collected data from their experiments, measured distances and weight, performed calculations, and considered probability, shapes and angles. The language component looked at reading and writing instructions of how to create a simple machine and students read *The Lighthouse Keeper's Lunch* by David and Ronda Armitage.

All teaching in the areas of science and social studies is integrated into the units of inquiry. Teachers strive to find authentic opportunities for integration of the other individual subjects into the unit. If these cannot be found, then language, mathematics, PSPE and the specialist subjects (arts, Spanish and PE) will be taught as standalone disciplines.

WHAT ABOUT INFORMATION COMMUNICATION TECHNOLOGY (ICT)?

We recognise that today's students develop and grow as digital natives in a technology-rich environment, so ICT at Southbank is not viewed as a discrete subject area. Instead, it is embedded and integrated in all areas of the curriculum and is seen as a tool to enhance and extend students' learning. Both the Hampstead and Kensington campuses are equipped with a wide range of ICT resources and specialist ICT teachers to support this approach.



LIBRARY AND MEDIA CENTRE

The libraries at Hampstead and Kensington are central resources for all students, staff and parents and provide access to a wide range of resources from around the world to support the curriculum, develop life-long learning and foster a love of reading. Each library holds books, periodicals, newspapers, DVDs, CDs, audio books and online resources. There are also collections of resources in languages other than English and these, with the help of school families, are being continually developed.

All students from Early Childhood through Grade 5 have a regularly scheduled time in the library. The librarian helps to develop students information literacy skills so that they can make sense and best use of the information around them. Developing a love of reading is key to successful literacy, and to this end the librarians share and expand the reading experience of the children through highlighting authors, genres and themes. Librarians plan alongside class teachers and specialists in order to support and deliver units of inquiry. Students are also able to use the library at other times for research and reading purposes. Students are encouraged to borrow and return on a regular basis.

WHAT DOES A PYP CLASSROOM LOOK LIKE?

Visitors to any Southbank campus always comment on the special atmosphere and enthusiasm for learning that is so evident among our students and staff. This is best experienced first-hand as it is hard to describe. If you visit our school, expect to see:

- Student-centred learning with the teacher as the guide/facilitator
- Students engaged in their learning in different areas of the classroom
- Students working in groups, individually or as a whole class
- Students may be involved in different activities within the same session as they pursue their own inquiries
- Collaboration (student-student/student-teacher/student-visitor)
- Action – students extending their learning independently
- Opportunities for students to try out their ideas and abandon or modify their misconceptions (learning by experience)
- A buzzy hum of learning-focussed discussion
- Evidence of student learning around the classroom
- A literature rich environment stocked with fiction and non-fiction texts
- Lots of language on display
- Children explaining to themselves and to others the big ideas behind their learning
- Hands-on resources such as science equipment, computers, games, mathematical manipulatives and whiteboards.



EARLY CHILDHOOD

Our Early Childhood (EC) students (3-5 years) follow the Primary Years Programme.

Type of activities provided for EC students

Southbank allows children to explore, investigate and play through freely-chosen activities by the child and also adult-initiated activities. The classroom environment is set up so that the students may move freely around clearly defined areas both in and out of doors for reading, writing, art, construction, imaginative play, science and mathematics. There is a balance between activities that the teacher chooses for the student, and opportunities for student-initiated learning in a structured environment.

In the unit of inquiry How We Express Ourselves, for instance, the children will take part in a variety of games and activities that involve using, sharing and creating books and stories as well as meeting real-life authors and learning about their work. In the unit, How The World Works, students discover and learn about their environment (eg planting seedlings and caring for them).

Our EC students have access to a huge choice of resources:

- experimental writing table
- cue-cards
- alphabet charts
- craft and painting resources for 2D or 3D work
- construction materials (Mobilo, Lego, wooden blocks)
- books in the reading corner
- opportunities to learn in the outside environment
- a home corner which will be changed regularly
- a computer available with specialist maths software
- experiments with water volume/floating and sinking
- sand for free play
- manipulatives – board games for learning about number/shape/language.

The overall focus is to encourage students to:

- Make choices and decisions
- Use materials in flexible and imaginative ways
- Initiate inquiry and ask questions
- Work collaboratively with others
- Sustain their interests and extend their knowledge
- Develop understanding.

DAILY ROUTINE

Early Childhood students attend school from 08.40, staying until 12.00 (3 year olds) or 15.20 (4 and 5 year olds). During the day they will have a morning break, and time for a snack, as well as a break either before or after lunch. Weather permitting, these breaks will take place outside.

Although much of the learning in EC takes place in the classroom, the students will also use the outside area for structured learning and take regular trips out of school. EC children go to other areas for PE, library and music, which are taught by specialist teachers.

STAFFING

All staff in our Early Childhood classrooms are suitably qualified and trained to teach in an Early Childhood setting. Southbank meets and exceeds statutory requirements in terms of both staffing ratios and levels of qualification.



A School Without Walls

LONDON AS OUR CLASSROOM

Southbank students are fortunate to be located in the centre of one of the great cities of the world. The richness of London's museums, exhibitions, galleries, historic buildings, and theatres offers our students access to educational enrichment that is unparalleled anywhere else in the world.

Southbank is a 'School Without Walls', where we encourage teachers to actively seek opportunities for students to engage in educational experiences outside the confines of the conventional classroom environment. These "discovery activities" are much more than field trips; extending to workshops and visiting experts. Teachers plan such activities carefully within the context of the units of inquiry. There are clear curricular objectives, designed to stimulate and extend student interest and inquiry. Giving students opportunities to connect classroom learning with authentic real world experiences outside the classroom is a powerful support to them in their on-going efforts to construct meaning and make sense of the world.

Here are just some of the places our students have visited in and outside of London: Science Museum; Royal Albert Hall; Neasden Temple (largest Hindu temple outside of India); British Museum; Tate Modern; Tate Britain; Kew Gardens; National Gallery; National Portrait Gallery; V&A Museum of Childhood; St. Luke's Church; Hampstead Heath; Natural History Museum; Design Museum; Notting Hill; Greenwich Observatory; National Maritime Museum; Garrick Theatre; New West End Synagogue; St. Giles' Cripplegate; Holland Park; London Aquarium; Museum of Brands; London Wetland Centre; Hampstead Village; Parliament Hill; The Thames Explorer Trust; Primrose Hill; Little Angel Theatre; Highgate Woods; Golders Hill Park; St. Paul's Cathedral; Trafalgar Square; Brick Lane; Space Studios E3; City Hall; Cricklewood Homeless Concern; Central London Mosque; Polka Theatre, Wimbledon; The Barbican; Swiss Cottage Library; Museum of London, Docklands Museum; Pollock Toy Museum; London Transport Museum; Science Museum IMAX Theatre; Kensington Gardens; Westminster Central Hall; London Zoo; British Library; Spitalfields; Gilwell Park, Epping Forest; Wimbledon Park Watersports Centre; Hyde Park; Regent's Park; Unicorn Theatre; Brent Sikh Centre; BBC Television Centre; Bloomsbury Theatre; Centre for Alternative Technology, Wales.



EXTRACURRICULAR ACTIVITIES

There are a wide selection of extracurricular activities and clubs for our students to join. Details of our activities programme are sent out at the beginning of each term and are subject to change according to demand and interests.

LEARNING SUPPORT

Southbank aims to help students become successful learners in a supportive environment. The learning support offers team support and expertise to help resolve difficulties and promote personalised programmes for students experiencing barriers to their learning.

We employ a range of strategies to achieve this including:

- Identification and assessment of individuals needs
- Designing individual learning programmes
- Advising and working with colleagues (academic and pastoral)
- Liaising with external agencies
- Communicating with parents.

Southbank is committed to equal opportunities in all our work procedures and policies.



HOW WILL YOU KNOW HOW YOUR CHILD IS DOING?

Students and teachers are actively involved in assessing students' progress. Assessment involves the gathering and analysis of student performance and is designed to inform teaching and learning. It identifies what students know, understand, can do, and feel at different stages in their learning.

We use a balanced range of assessment tools and strategies, carefully designed to give students, parents and teachers a clear picture of a student's progress. Some of these strategies are:

- Observations
- Performance assessments such as presentations, debates and role-plays
- Teacher-student/student-student conferences and conversations
- Tests with true/false, multiple-choice questions
- Open-ended tasks such as written answers and drawing illustrations and diagrams.

Some of the assessment tools are:

- Rubrics: student and/or teacher-designed criteria
- Benchmarks
- Checklists
- Anecdotal records: brief written notes based on observations of students
- Continuums: which show a progression of achievement or identify where a student is.

We report on your child's progress in the following ways:

- Written reports
- Parent-teacher conferences
- Student-led conferences (where your child will share their learning with you. Students are encouraged to use their home language during this conference)
- Regular correspondence (email, notes, class unit newsletter) from the class teacher.

Your child's progress will be reported to you regularly both verbally and in writing. You are encouraged to play an active role in supporting your child's learning by staying in touch with the class teacher throughout the year.

HOW CAN YOU SUPPORT YOUR CHILD'S LEARNING?

There are many ways in which Southbank parents can support their children's learning, including:

- Ensure that your child completes their homework
- Discuss the unit of inquiry
- Discuss the profiles and attitudes that are being worked on
- Read daily with your child
- Visit the local library
- Encourage independence, organisational and time management skills
- Encourage maths concepts in everyday life (eg: when cooking/shopping) and practise times tables
- Play games together (eg: Scrabble, Connect 4)
- Write diaries, poems, stories together
- Seek advice from school.



THE PYP EXHIBITION

At the end of Grade 5 all students participate in the PYP Exhibition. It is a significant event in the life of a PYP school and student: an opportunity for students to exhibit the attributes of the IB Learner Profile that they have been developing throughout their engagement with the PYP and to celebrate their transition from Primary to Middle/Secondary school.

The PYP Exhibition is an 8 week in-depth collaborative inquiry. Working in groups, the students investigate a real-life issue that is pertinent to them with the purpose of creating an action plan to make a difference. They can use a variety of source materials: first-hand experience, interviews, surveys, field visits, etc. and use a range of media (eg: moving and still images, audio, animation) and forms of expression (eg: written work, oral presentations, performances).

Teachers/mentors will guide the students through each phase of the process. The Exhibition is shared with members of the wider school community during the process and also at the end - during the day for students and in an evening presentation for parents.

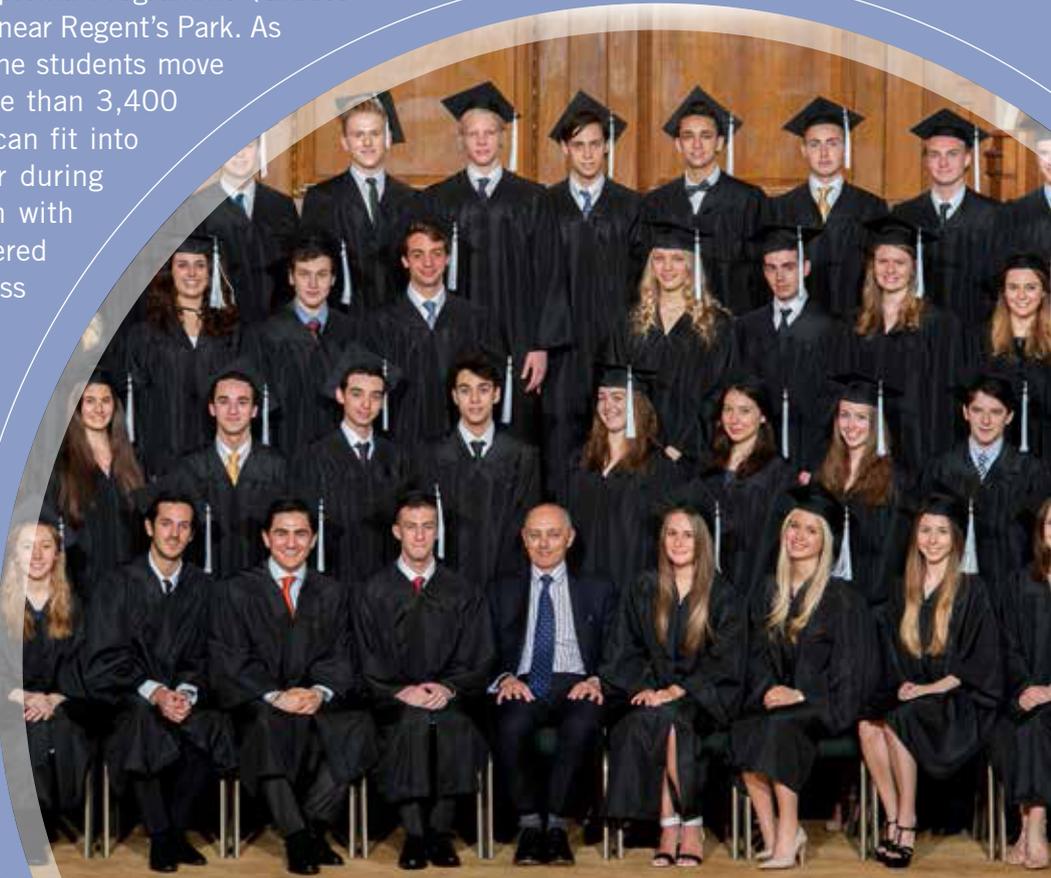
In recent years, Hampstead and Kensington students have investigated the following issues for their PYP Exhibitions:

- Poverty
- Diversity
- Communications
- Technology
- Children's Rights
- Health
- Environment
- Ancient Mythology.

Action resulting from PYP Exhibition projects has included the establishment of a student council at Southbank Hampstead and a student newspaper at Southbank Kensington.

AFTER THE PYP, WHAT NEXT?

Many of our students progress to the Middle Years Programme (MYP) (Grades 6-10) and then to the Diploma Programme (Grades 11-12) at our Westminster campus near Regent's Park. As we are an international school, some students move on to other schools (there are more than 3,400 IB schools in 141 countries) and can fit into other educational systems after or during the PYP. We can put you in touch with families who have entered/re-entered national systems so they can discuss their experiences with you.



PYP Subject Guides

ENGLISH (LANGUAGE OF INSTRUCTION)

Language is fundamental to learning and permeates our entire curriculum. Language is arranged into three main communication strands:

- Oral communication: listening and speaking - skills that are essential for language development, for learning, and for relating to others
- Written communication: reading and writing - for enjoyment, instruction, information, and learning to recognise, appreciate, apply and use a variety of literary style genres and structures
- Visual communication: viewing and presenting - to understand the ways in which images and language interact to convey ideas, values and beliefs.

In the Grade 3 unit of inquiry, Where We Are In Place and Time, for example, students learn to write a report about their area of interest as part of the language component.

The many aspects of language teaching will be integrated into all areas of the curriculum. While the communication strands of listening, speaking, reading, writing, viewing and presenting can be observed separately, they are also interrelated and interactive. At Southbank, all teachers are considered language teachers – with a special responsibility to recognise and support each and every aspect of language development.

HOME LANGUAGES

Home language development is crucial for maintaining cultural identity and emotional stability. It is important that both school and family work together to support and reinforce a student's home language by:

- Using the home language in different contexts beyond the home environment (eg visits to the park, sporting events, banks, restaurants, etc.) – providing opportunities for language that may not be developed at home
- Reading in the home language. For younger students, this exposes them to new vocabulary and provides opportunities to discuss concepts. Older students who are more literate still need access to a variety of books in their language.



SPANISH

Acquisition of more than one language enriches intellectual and personal growth and helps facilitate international understanding.

English is the language of instruction at Southbank, but we also provide the opportunity for all primary students to learn an additional language - Spanish. Students whose first language is Spanish are taught in a separate mother tongue Spanish class.

Wherever possible, language teaching is linked with units of inquiry. Under the theme, How We Express Ourselves, students learnt about the main Hispanic artists, their work and where they lived. The class visited the National Gallery to look at the work of one of these artists. In the unit, How We Organise Ourselves, students learnt about the different kinds of food from Spanish-speaking countries around the world. They visited a Spanish supermarket in London and practised dialogues learnt in class to purchase food.

At Southbank, students learn Spanish in a supportive and engaging environment. They are encouraged to listen and speak as much as possible. They develop confidence as they learn through games, songs and activities designed to capitalise on their natural open mindedness. Interactive participation is essential as students improve and develop their communication skills. The reading and writing of Spanish is introduced gradually as students become ready. The students gradually develop fluency alongside a lifelong interest and ability to learn new languages. From Grade 3, students are taught in groups according to their level of familiarity or ability.

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

The EAL programme is designed to help students in Kindergarten to Grade 5 participate fully in both the social and academic aspects of our school. The EAL teacher works closely with class teachers to support students' oral and written communication.

Students in the EAL programme attend lessons while their peers attend Spanish lessons. This ensures that EAL students do not miss out on class lessons. Students who are new to English, however, may receive extra support from the EAL teacher to assist their language development. The EAL teacher may also go into classrooms to support students.

Although students may acquire social English quite quickly, they often need continued support to develop their academic English. Academic language includes the specialised vocabulary and technical language encountered in units of inquiry and in informational texts. Based on the exit criteria for the EAL programme, the homeroom teacher and EAL teacher confer to decide when students are ready to leave the EAL programme and join the Spanish programme.



MATHEMATICS

At Southbank, mathematics is taught on a daily basis as a separate subject and some aspects are covered in the Units of Inquiry. The study of maths is split into six inter-related strands:

DATA HANDLING

Recording, organisation and interpretation of statistics and probability

MEASUREMENT

With accuracy using a variety of standard and non-standard units

SHAPE AND SPACE

Attributes of 2D and 3D shapes, angles, tessellation and symmetry

PATTERN AND FUNCTION

Identifying patterns in the world as a foundation for future algebra

NUMBER

We look at whole numbers, place value, part numbers and computation.

For example in the unit under the transdisciplinary theme How The World Works, in Grade 4, students spent time looking at angles and 3D shapes. In the unit under the transdisciplinary theme Sharing The Planet, in Grade 4, students collected and analysed data on pollution within the local area and made different types of graphs to display the information.

PROBLEM-SOLVING, COMMUNICATION, REASONING

The application of children's knowledge and understanding to solve problems

SCIENCE

Science is the exploration of the natural, physical and material worlds. Students use inquiry to investigate and understand the world around them. They will experience what it is to think and act like a scientist. Science study is split into four main strands which overlap each other and with other disciplines such as mathematics, social studies, and PSPE.

LIVING THINGS

The study of humans and other animals, plants, and the environment and the interactions between them

EARTH AND SPACE

The study of the planet Earth and its relationship to the universe

MATERIALS AND MATTER

The study of the origins, properties and uses of natural and human-made solids, liquids and gases

FORCES AND ENERGY

The study of energy, its origins and transfer, and its effects.

In the Kindergarten unit of inquiry, How The World Works, students classified and organised various materials, experimenting for their purposes and use. In the unit of inquiry, Sharing The Planet, in Grade 2, students explored ecosystems, looking at plant life, animal life and habitats. They created individual ecosystem displays showing living and non-living components and food webs within that ecosystem.



SOCIAL STUDIES

Social Studies is essentially about people:

- how they think, feel and act
- how they interact with others
- their beliefs, aspirations and pleasures
- the problems they have to face
- how and where they live (or lived)
- how they interact with their environment
- the work they do
- how they organise themselves.

Students will look at:

- Human systems and economic activity
- Social organisation and culture
- Continuity and change through time
- Human and natural environments
- Resources and the environment.

Students will think about human behaviour realistically, objectively and with sensitivity. They will develop a deeper understanding of themselves and others and of their place in an increasingly global society. Social Studies aims to promote a sense of responsibility towards caring for and protecting the environment.

In the Grade 4 unit, Who We Are, students interviewed parents and each other about their personal beliefs and values. They explored different characters in books and visited places of worship for a variety of religions. In the Kindergarten unit, Where We Are In Place and Time, students created a web diagram of who they are and how they are unique. They looked at how they have changed and created a timeline to show their development. They also created time capsules to show significant events in their lives.

ARTS

Visual arts, music and drama are powerful means of communication and expression. Through the arts, students can construct a sense of self, engaging in a creative cycle of experimentation, action and reflection. They will be stimulated to think and articulate their thoughts in new ways and through a variety of media and technologies.

Society is increasingly visually and digitally literate. Studying the arts prepares students to understand and participate fully in this world.

Wherever possible the arts are taught within a unit of inquiry, for instance in the unit, Sharing The Planet, in Grade 5, students explored low energy craft practices and created a vessel using a recycled material collected from home.

The arts are also taught through independent inquiry, with the focus on developing students' understanding, knowledge and skills of the specific subject area. In Kindergarten for example, students explored colour – made a colour wheel identifying primary and secondary colours, mixed and invented their own colours, and created a self portrait using black and white to demonstrate understanding of tints and shades.

Collaboration between specialist and classroom teachers is central to the implementation of the arts at Southbank. For example, during a unit under the transdisciplinary theme How We Express Ourselves, in Grade 1, teachers will work together to provide students with an integrated learning experience.

PERSONAL, SOCIAL AND PHYSICAL EDUCATION (PSPE)

PSPE is concerned with the development of knowledge, attitudes and skills related to personal, social, emotional and physical well-being in order to make healthy lifestyle choices. Through PSPE, students will develop their self-identity, use appropriate social skills when interacting with others, and learn to communicate and manage their feelings, emotions and opinions.

PSPE covers the following linked areas:

- Identity
- Active Living
- Interactions.

In a unit of inquiry under the theme, Who We Are, Grade 1 students created a book of feelings and read stories, discussing how they might make decisions in similar situations. They explored the responsibility they have to themselves and others and role-played different scenarios, talking about choices and consequences. In the unit under the theme, Who We Are, in Grade 1 students considered how healthy and balanced their lifestyles are, examined the food pyramid and recorded their daily routines and meals in lifestyle diaries.

PHYSICAL EDUCATION (PE)

PE offers students the opportunity to discover the capabilities of their bodies. They will look at different ways they are able to use their bodies to solve problems, address physical challenges, function as part of a group, manipulate equipment or apparatus, and express themselves in a range of situations. Students will take part in a number of activities that will include individual pursuits, movement composition, games, adventure challenges and health-related fitness.

Students will develop skills including the use of proper safety precautions when engaging in physical activities, recognition of the importance of “fair play”, use of co-operative behaviours and the ability to function as part of a group or team. These are skills which they can apply in a variety of other contexts within and beyond school. Students will also understand what a healthy and active lifestyle is and the ways exercise affects their bodies and overall fitness or well-being.



Glossary

CIS	Council of International Schools
DP	Diploma Programme (IB curriculum for 16-18/19 year olds)
EAL	English as an Additional Language
EC	Early Childhood
Essential Elements	1. Knowledge 2. Concepts 3. Skills 4. Attitudes 5. Action (see page 7)
IB	International Baccalaureate
IBSCA	International Baccalaureate Schools and Colleges Association of the UK and Ireland
ICT	Information Communication Technology
ISSA	International Schools Sports Association
Learner Profile	Aims to develop internationally-minded people (see page 6)
LISA	London International Schools Association
MYP	Middle Years Programme (IB curriculum for 11-16 year olds)
Parent-teacher Conference	Where a parent meets with a teacher to discuss their child's learning
PE	Physical Education
PSPE	Personal, Social and Physical Education
PYP	Primary Years Programme (IB curriculum for 3-11 year olds)
PYP Exhibition	Culminating event for Grade 5 students (see page 14)
SIS	School Inspection Service
Student-led Conference	Where a student guides their parent/s through their own learning
Town Meeting	School assembly
Transdisciplinary themes	Six areas of learning that are considered essential for a programme of international education (see page 7)



Southbank Kensington campus



Southbank Hampstead campus

Southbank Hampstead (3-11yrs)
Principal, Shirley Harwood
16 Netherhall Gardens, London NW3 5TH. UK

Southbank Kensington (3-11yrs)
Principal, Siobhan McGrath
36-38 Kensington Park Road, London W11 3BU. UK

Southbank Westminster/Fitzrovia (11-18/19yrs)
Principal, Justine Oliver
63-65 Portland Place, London W1B 1QR. UK

Tel +44 (0)20 7243 3803
www.southbank.org
www.twitter.com/southbankschool

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Cognita Schools Ltd, 5 & 7 Diamond Court, Eastlake Park, Opal Drive, Fox Milne, Milton Keynes MK15 0DU. UK Tel: 01908 396 250

