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44 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 70 nationalities (more if you also count 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 ex-patriates, 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 we offer 20 other languages. 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.
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 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. 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.

<table>
<thead>
<tr>
<th>Age (on 1 Sept)</th>
<th>Southbank Class</th>
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<td>Grade 12</td>
<td>Std. 12</td>
<td>Terminale</td>
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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 program 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 a member of the UK Independent Schools Association (ISA) and is inspected by the Schools Inspection Service (SIS). Southbank is a founder 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 AND CORE VALUES
Southbank International School is committed to developing students who are internationally minded, independent, enthusiastic about life and learning, and imbued with a sense of service to others. Our school strives for excellence in a happy, caring community founded on integrity and respect.

CORE VALUES
Southbank aims to be:

an international school that:
• respects every individual
• has a curriculum that reflects the international nature of the school
• regards the international backgrounds of its student body as a cause for celebration
• provides a language rich environment and encourages students to study their own language
• promotes active service to the wider community

an open, inclusive community that:
• treats everyone with fairness
• listens to and treats with respect those with different points of view
• makes decisions after wide consultation and seeks consensus
• establishes community spirit through responsibility and accountability
• empowers its members to be proactive
• encourages parents, students and teachers to work together

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 (IB) Middle Years Programme (MYP) aims to meet the educational needs of students between the ages of 11 and 16. Young people at this stage of their education require an engaging and holistic curriculum that is relevant to the important real world issues that so concern them – from the personal to the global. In preparation for further academic studies, they need to become experts at learning; the ability to locate, process, critically evaluate and communicate information is essential. As members of an international community, they need to develop intercultural awareness and an understanding of the history and traditions that underlie cultural identity.

The MYP curriculum is organised around a rigorous and thorough study of eight traditional subject areas represented in the diagram below, including Language A (English or another mother tongue) and Language B (a second or foreign language).

Approaches to Learning and Approaches to Teaching are key features of the Middle Years Programme as we introduce the ‘New Chapter’. Also key is the IB Learner Profile (see overleaf).
Underpinning the whole MYP (and all IB Programmes) is the **IB Learner Profile** whose 10 attributes characterise successful learners as people who are:

**Inquirers** - We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

**Knowledgeable** - We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

**Thinkers** - We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

**Communicators** - We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

**Principled** - We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

**Open-minded** - We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

**Courageous** - We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

**Balanced** - We understand the importance of balancing different aspects of our lives - intellectual, physical, and emotional - to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

**Caring** - We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

**Reflective** - We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

**Southbank International School’s Learner Profile** is based on the IB learner profile © International Baccalaureate Organization.
The timetable structure allows a common lunch hour.

<table>
<thead>
<tr>
<th>Time</th>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
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<th>FRIDAY</th>
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<td>11.00-11.50</td>
<td>Period 3</td>
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<tr>
<td>12.40-13.40</td>
<td>Lunch</td>
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<tr>
<td>13.40-14.30</td>
<td>Period 5</td>
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<tr>
<td>14.30-15.20</td>
<td>Period 6</td>
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<tr>
<td>15.20-16.10</td>
<td>Period 7 Extra Curricular Options</td>
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<td>Extra Curricular Options</td>
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</tr>
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</table>
The Curriculum In Action

How does the curriculum translate into specific learning experiences for the student? A few examples from recent years illustrate how the different aspects of the curriculum work in practice to enrich the study of the separate subject disciplines.

Grade 6 English students approached the study of biography through the area of interaction health and social education. They asked the question “What do we learn about ourselves when we look back at our lives?” as they read *Boy* by Roald Dahl, visited the author’s home and researched the biographies of other children’s writers. At the same time, in their advisory (tutor) groups, students reflected on their own experiences of change and challenge in their first year of secondary school. This focus led them to a deeper understanding of the novel they were reading and helped them to relate the author’s experiences to their own lives.

Teachers of Grade 7 students identified a need to improve research and note-taking skills among their students. As a result, the librarian led a workshop for the students in research skills. Science, humanities and mathematics teachers each delivered a lesson on note-taking in their discipline. The students practised their new skills as they completed research projects in their science and humanities courses and reflected on the similarities and differences in the way knowledge is communicated in various subject disciplines.

The Grade 8 project had a focus on health and social education. The students worked in small groups on a diverse range of topics including an investigation into sleep habits, research on the dangers of mobile phones, and the effect of cliques on school society. They considered how best to communicate their findings when they presented their work to parents. Teamwork, time management, responsibility and research skills were all applied in the project.

Every year Grade 9 students focus on the events of one decade of the twentieth century. They consider the interplay between important historical events, scientific discoveries, new forms of artistic expression and popular culture from the perspective of the area of interaction human ingenuity. For instance, when focussing on the 1940s, students considered the events of World War II in their history lessons and, in their science lessons, the impact on society of the discovery of nuclear energy. They learned about coding in maths and visited Bletchley Park to learn about the Enigma machine. In physical education, they learned the swing dance steps from a specialist dance teacher.
At the annual Southbank world summit, groups of students from Grade 10 work together to represent the views of one of the countries of the United Nations on an issue of global importance. Students have debated the merits of carbon capture technology and biofuels in the world summit on climate change, considered the problems caused by urbanisation in a world summit on green cities, and considered the problems of displaced peoples in a world summit on refugees. Formally dressed and following formal debating procedures based on those used at the United Nations, students put the case for their assigned country with passion and an impressive grasp of the issues.

MYP teachers met to plan how best to prepare their students for final examinations at the end of the year. Each subject teacher taught lessons on how to revise in their subject and guided the students as they prepared subject-specific revision materials. A nutritionist visited the class to stress the importance of a healthy diet and the learning support specialist helped students make individual revision timetables. Providing students with concrete strategies and approaches to learning is an essential element of the curriculum and these students have mastered skills they need for success not only in this year’s exams but in the challenging IB Diploma Programme that follows on from the MYP.

The Personal Project exhibition is a big day on the calendar of Grade 10 students. An individual project related to one of the areas of interaction, the personal project is a chance for students to investigate a topic of personal significance over a period of several months under the guidance of an individual supervisor. Students may wish to direct a film, write a book of poetry, start up a small business, build a computer, or organise a charity fundraiser or a community-building football tournament. Whatever their choice, the personal project is the culmination and celebration of student achievement in the Middle Years Programme.
LONDON AS OUR CLASSROOM
Learning does not happen only within school – all our students learn from the rich resources of London and beyond. They will visit museums, historic buildings and theatres; attend student conferences and lectures and study wildlife at nature centres.

Students take action outside the school as part of the area of interaction community and service. For instance, students work with local organisations to help people aged over 60 with their Christmas shopping and contribute to an intergenerational project helping older people develop internet skills.

A great variety of trips, visits and projects take place throughout the year, but Discovery Week is perhaps the most special event. The September Discovery Week is a four-day residential trip which takes place in the first weeks of the academic year. The purpose of the trip is for students and staff to get to know each other and to build a strong community that can live, work, have fun and learn together. Students and staff participate in challenging activities under the supervision of specialist instructors. The emphasis throughout the trip is on the development of skills in teamwork, cooperation, initiative, leadership and problem-solving.

Here are just some of the places our students have visited in and outside of London recently: Science Museum; National Army Museum; Lyric Theatre; Regent’s Park; Natural History Museum; BAPS Shri Swaminarayan Mandir (Hindu temple); Institute of Education; Olympia; British Museum; Imperial War Museum; Globe Theatre; Royal Geographical Society; Hampton Court; London Central Mosque; V&A Museum; The O2; Roundhouse Theatre; Guardian Media Education Centre; The Emirates Stadium; The Parish of Little Venice Church; Tower Bridge; National Gallery; Sikh Temple, Southall; Liberal Jewish Synagogue; Southside Shopping Centre; Tate Modern; Greenwich; Harris Hub Community, Westminster; King Pin Suite, Bloomsbury; Roald Dahl Museum & Story Centre, Buckinghamshire; Bletchley Park, Buckinghamshire; Marsden, Yorkshire; Dale Fort, Wales; The Cevennes, France; Barcelona, Spain; Lisbon, Portugal; The Hague; Brussels; Tanzania; Switzerland; USA.

CAREERS AND UNIVERSITY COUNSELLING
Information and advice are available on all aspects of career and university planning.

Students learn more about their aptitudes and learning style through an extensive online psychometric test in Grade 10. Families receive a written report and students discuss their results in a face-to-face interview with a counsellor before choosing their courses in the IB Diploma Programme. This information also helps them identify potential subjects of interest for study at university. A careers information day led by visiting professionals provides further opportunities for students to consider and plan for their future.

In the IB Diploma Programme, students attend information sessions about planning for university in both the UK and US systems. We have two dedicated university counsellors (one specialising in North American and American-style universities and one specialising in the UK and covering other university systems worldwide). Both counsellors are available for individual appointments, and evening presentations are organised to inform parents about university planning and entrance procedures.
LIBRARY RESOURCE CENTRE AND INFORMATION LITERACY

Information literacy can be defined as an intellectual ability to locate, evaluate, use and create information. It is also about knowing when and why information is needed. This is a key aspect of the areas of interaction approach to learning at Southbank. Information literacy is integrated into the subject disciplines but is also explicitly taught in separate lessons.

Grades 6-10 receive information literacy and research skills instructions from the librarians. The students are taught how to plan structured research projects. Practical exercises consider website evaluations, cyber safety, social networking, database evaluations, plagiarism, copyright, referencing citations and information retrieval. Students learn to use bibliographies and footnotes. The citation programme called EasyBib.com is taught to all students to enhance the compilation of bibliographies and footnotes. The librarian maintains and indexes an archive of Grade 10 Personal Projects from each year. This collection can be consulted by students and teachers when they start to plan new approaches to Personal Project research.

There are 5,000 volumes in the MYP Library Resource Centre at Portland Place, as well as DVDs, CDs, newspapers and journals.

A new feature of the MYP Library is a powerful online database known as EBSCO. There are two parts used at Southbank Westminster. One called Academic Search and the other called Middle Search online where students are encouraged to search through articles and essays to locate the subject matter required. Another academic database, JSTOR (journal storage) is available for research. In addition, there is Encyclopaedia Britannica Online which offers three different versions of the research tool which students can use at school and at home.

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

The main roles of the EAL department are to enable all students to integrate fully into mainstream MYP classes and to support colleagues in their work with EAL students. EAL teachers help proofread student project work, including the Grade 10 Personal Project, and coach students for oral presentations in their subject classes.

On entering the EAL programme, all students take the “Oxford Online Placement Test” developed by the Universities of Oxford and Columbia (New York), which is mapped into the Common European Framework of Reference (CEFR) for Languages, to determine their level of English. The test, together with an assignment set by the English Department, also serves as an exit test for those students leaving the programme for mainstream English.
**EXTRA-CURRICULAR ACTIVITIES**

Students can take part in a variety of activities in period 7 and beyond to enhance their enjoyment of reading and writing, mathematics, drama, music and sport. For example:

- **The Creative Writers Club** involves a group of students working together to collaborate and create meaningful pieces of work in the form of poetry, short stories and media activities. Together they look at exploring words, ideas and images. They also enter writing contests and students get the opportunity to meet with a poet and take part in poetry workshops.

- **Budding writers, graphic designers and photographers** can join the Newspaper Club which produces the student newspaper “The Coffee Stain”.

- **Both support and enrichment mathematics groups** are offered after school and at lunchtime. Enthusiastic mathematicians are welcome to attend the enrichment classes where challenging questions and new approaches to solving problems are explored. Each year there is a Europe-wide mathematics competition (ISMTF) and students spend some time preparing for the competition. There are support classes open to all ages that provide the opportunity for students to ask questions about their maths homework or any topic they have discussed in a mathematics class. Students can benefit from exposure to alternative explanations of mathematical questions.

- **Drama club** consists of drama games and activities that build towards rehearsals for school plays and musicals.

- **The music department** offers a variety of activities such as the rock and pop group, a middle school choir, a high school choir, and a strings group. A music showcase is organised each term and there are many opportunities for students to perform.

- **The PE department’s activities** cover a range of sports at competitive and non-competitive levels.

- **Students can also participate in Suzuki Violin or Cello group lessons.** Suzuki is a method of tuition which is offered at our Primary campuses.

**LEARNING SUPPORT**

Southbank offers learning support in accordance with the aims of the International Baccalaureate, that “All students should be allowed to demonstrate their academic ability.”

The goal of the learning support department is to assist students with any learning difficulties within the Middle Years Programme. The learning support teacher works closely with students, advisors, parents and teachers in a team approach to support students as they work towards their academic goals. Please note that the curriculum is not altered or modified in any way. Organisational support only is provided.

All students must have an up-to-date educational psychologist report in order to receive assistance from the learning support department. Minor accommodations can be made to a student’s testing environment, within guidelines set by the International Baccalaureate.
**ASSESSMENT AND REPORTING**

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**Attainment Grades EAL only**

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<th>Level</th>
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<td>LI</td>
<td>Lower Intermediate</td>
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**NB** Please note that effort grades do not appear on official school transcripts.

**Attainment Grades criteria**

- acquisition of skills, knowledge and understanding
- quality of written work and homework
- quality of oral contributions
- quality of practical work/performance
- level of consistency

**Effort Grades criteria**

- positive attitude towards learning
- meets deadlines and submits work promptly
- willing to think and enquire
- involved and attentive in class
- well organised
- work neatly presented
- willing to work collaboratively with others
AFTER THE MYP, WHAT NEXT?
Most of our students progress to the IB Diploma Programme (Grades 11-12). As we are an international school, some students move on to other schools (there are more than 3,000 IB schools in more than 140 countries) and can fit into other educational systems after or during the MYP.
ENGLISH
The English department develops the communication skills of each student by taking individual strengths and challenges into account. Students are encouraged to realise their full potential through courses which are based on the study of language and literature and which acknowledge the diversity of experience, background, culture and interests of students. A wide variety of resources including literary texts from around the world are used to enhance effective learning in all of the courses.

English is not seen as an isolated subject, but as one closely related to all forms of creativity and communication. All the expressive arts and the media, therefore, play important parts in the teaching of English throughout the school. Courses are designed to encourage creative, analytical and intellectual growth and ultimately to give students the necessary skills to prepare them for the internal and external examinations of the IB Diploma Programme in Grades 11 and 12.

This is a challenging academic course of study with a holistic emphasis on knowledge acquisition.
**Grade 6 English**

This is an integrated language and literature course. Emphasis is placed on the ability to communicate both orally and in writing. Much of the course material is designed to facilitate development in these areas, as well as address all the areas of interaction. Wherever appropriate, emphasis is placed on cross-curricular work with students addressing a similar theme through the various disciplines.

Students study a wide variety of texts: novels, works in translation, short stories, poetry and plays as well as non-fiction and media texts, to which they are encouraged to respond creatively and critically. Grammar, spelling and reading comprehension are all areas of emphasis, and students are expected to produce written assignments for a wide variety of purposes and audiences.

**Grade 7 English**

This course builds on the work begun in Grade 6 and continues to develop the study of language and literature. The students' skills in reading, writing, listening and speaking are at the centre of the course. During this year, students will spend some time looking at the history of English and exploring the roots of the language. Media study is also integrated into the course to complement its themes. Basic poetic devices are learnt during the year so that the students can engage in the analysis of poetry. There is a study of people with various physical challenges as evidenced by the projects and centre visits based on the text *My Left Foot*.

Students set personal goals for their work and undergo a process of self-assessment, in negotiation with their teacher, at regular intervals during the year. The writing process is fostered and students are encouraged to give increasing attention to planning, drafting and revising in order to produce thoughtfully considered pieces. Participation in the Middle School play is a feature.

**Grade 8 English**

The approach at this level continues to integrate language and literature, including the use of texts from a variety of cultures and time periods. While in the previous two years students would have studied parts of Shakespeare's plays, in Grade 8 they study a complete text, review a performance and visit The Globe Theatre. Students are guided to write their own poetry on a variety of topics and World literature is enjoyed through works in translation.

Students are now expected to develop their writing at greater length and go through the processes of collecting ideas, drafting, conferencing, and rewriting, which characterise much of the writing we do in the adult world. Attention is paid to correct grammar, spelling and punctuation, and teachers aim to monitor and address students' individual language challenges.

The media focus of Grade 8 is journalism and the workings of the press. A study of the differences between media and non-media texts, the production of newspapers and the processing of news are integrated into the year's study. A block of time is allocated for students to work in the computer room with PageMaker software to produce the front page of a newspaper based on the characters and events studied in a literary text. More formal kinds of oral work, such as presentations and debates, are introduced at this time and the students' confidence in completing such work is nurtured. The skills of listening and negotiation are developed in group work and students are taught the importance of being a disciplined and supportive audience. In small groups, students write and research a short one-act play. Participation in the Middle School play is strongly encouraged.
**Grade 9 English**

This course recognises that the students are maturing rapidly and the choice of texts and the nature of the work expected reflect this. Students are introduced to literary analysis and to the skills involved in presenting objective, sustained essays.

The study of Shakespeare continues and students are encouraged to produce their own drama scripts as part of their programme of writing. There is ample use of improvisation techniques and acting of Shakespearean plays to encourage first hand experience and language familiarity. Throughout the year, attention will be paid to the workings of the media, including film, television and the world of advertising. Students will be expected to develop a vocabulary in order to evaluate and appreciate media products.

Attention is given to project work and students are encouraged to explore their own wider reading interests with the expectation that they will produce thoughtfully developed assignments based on their research. Poetry is an integral part of this unit coupled with creative prose writing.

The development of competent oral skills is an important aim and students are expected to develop sophisticated reading skills and to use the school library.

**Grade 10 English**

Students study literary texts of increasing sophistication, and emphasis is placed on developing and augmenting their range of critical concepts and vocabulary. Both written and oral work are developed, and students are introduced to the skills of library research and the use of secondary sources in a research paper/open study.

Grade 10 students compile a coursework folder of their best work at the end of the academic year. This portfolio is accessed for reflection and exhibition by the students. Parents are encouraged to view the samples which have been chosen by the students. Assessment of speaking and listening is continuous throughout the year and there is a formal examination towards the end of the course.
MODERN LANGUAGES (French and Spanish)

The Language B programme aims to meet the needs of students of mixed ability and varied backgrounds in foreign language study. Through the study of a new language students will develop the linguistic skills which are fundamental in the language learning process, that is: speaking, listening, reading and writing. The main objective is to help students achieve competence and proficiency in a new language. The curriculum encourages students' curiosity, interest and enjoyment in a foreign language and also provides them with a sound basis of communicative skills necessary for future study or work. Through the areas of interaction, teachers encourage creativity, cultivation of good study habits, understanding of and open-mindedness towards speakers of other languages and people from other cultures.

Grades 6-10 Languages

French and Spanish are offered as a five-year programme from Grades 6-10. Students are grouped according to their previous exposure to the language in one of the following classes:

French and Spanish Level 1 –

The year is divided into a number of topics or themes each with set objectives. Students learn to introduce themselves and others, to answer basic questions about personal details such as where they live and people they know. Within these topics, elementary grammar structures and vocabulary are introduced. Students are encouraged to interact and communicate in a simple way using familiar vocabulary. Students create posters, write diaries, learn songs and perform role-plays.

French and Spanish Level 2 –

Level 1 or equivalent is required to take this course

The course is divided into a number of topics or themes each with set objectives. Topics to be covered include self, food, shopping, house and home, fashion, local geography and free time. Within these topics, basic grammatical concepts such as articles, nouns, pronouns, adjectives, conjunctions, present tense of regular and irregular verbs, the immediate future and the past tense are introduced. Students are encouraged to communicate and understand frequently used expressions related to areas of most immediate relevance to them. Students produce short written tasks of around 120 words.
French and Spanish Level 3 –
Level 2 or equivalent is required to take this course
The year is divided into a number of units each with set objectives. The practical situations are wider ranging. Topics to be covered include talking about school life, describing feelings, shopping, leisure activities, the environment and vacation plans. Within these topics a wider range of grammar structures are practised and further developed: for example, object pronouns, past, imperfect, future and conditional verb tenses. Students produce small written tasks of around 150 words, including writing letters, diary entries, small articles, and leaflets.

French and Spanish Level 4 –
Level 3 or equivalent is required to take this course
The year is divided into a number of units each with set objectives. The course is designed to encourage students to tackle a wider range of reading materials and to express themselves more freely in both the spoken and written language. Major grammatical content includes the use of a wider range of verb tenses and slightly complex grammar structures. Students are likely to be introduced to literature with graded reading texts and adapted short stories. Audio visual material is used to stimulate discussion and writing. Students produce more elaborate pieces of writing of around 200 words, including letters, short essays, movie reviews, reports, and surveys.

French and Spanish Level 5 –
Level 4 or equivalent is required to take this course
The class begins a study of social issues relevant to young people such as relationships, the media, health and eating habits, the environment, immigration and racism. There is some study of literature and the class works towards greater fluency of expression. New grammatical structures are introduced in a planned progression, which includes systematic revision and provide the basis for advanced oral and written work. Good pronunciation habits are emphasised. Written tasks of around 250 words are produced, including essays, articles, reports, and letters.

French and Spanish Mother Tongue –
for the native or near-native student who needs a greater challenge
The course aims to reinforce balanced bilingualism as a long term goal. Language and literature are studied through a variety of oral and written work. Creativity and communications skills are encouraged in this course. In addition to producing creative writing tasks, students are expected to write argumentative, persuasive and analytical essays of 500-1,000 words. Students are also required to elaborate a personal response to literature both orally and in writing.
LANGUAGES FOR NATIVE SPEAKERS
(mother tongue support for languages other than English)
There is growing evidence that it is most important for students to actively maintain and develop their mother tongue through a formal programme of instruction. Some of the reasons for this are:

• It facilitates the learning of an additional language
• In parallel with reaching competence in the additional language, it leads to “additive bilingualism”: when students acquire a second language with neither detriment to development in the first language, nor to esteem for their own culture, whether academic, cognitive, linguistic or social
• It ensures continuous cognitive development
• It has the potential to increase intercultural awareness and understanding, both for the student and his or her peers
• It enables students to remain in touch with and maintain esteem for the language, literature and culture of their home country. This is essential in preparation for studying their mother tongue as part of the IB Diploma Programme in Grades 11 and 12
• It makes it easier for students to re-adjust to life in their home community and education system should they return there.

Grades 6-10 Mother Tongue Languages Support Programme
Southbank is privileged to have a team of qualified and experienced language teachers. Mother tongue support is currently being provided in all grade levels in the following languages: Arabic, Dutch, Finnish, French, German, Hebrew, Icelandic, Italian, Japanese, Norwegian, Mandarin, Malay, Portuguese, Russian, Spanish, Swedish and Turkish. The courses are all subject to an additional charge.

These courses are designed to develop students’ language and literacy skills in their mother tongue or first language. The course will enable students to express themselves appropriately and creatively in a wide range of situations, both in writing and orally. Students explore different styles of their native language and literature, and are introduced progressively to a wide range of literary genres as well as the social and historical contexts within which the works are written.
HUMANITIES (History and Geography)
The Humanities component of the MYP includes History and Geography. The overall aims of the programme are to communicate and interpret historical and geographical information and to foster enjoyment and appreciation in these subjects. Students are encouraged to gain a greater understanding of their place in the world and their own identity, as well as develop an international perspective. This includes an awareness and appreciation of cultural identity, respect for the values of others, a sense of responsibility towards community and environment and a sense of identity within a global context.

The Humanities department strives to teach the curriculum with and through the MYP global context: to make the subject of Humanities more holistic, the department tries to integrate as many History and Geography topics up to Grade 9. In Grade 10, History and Geography are offered as two separate subjects.

Grade 6 Humanities
The year begins with an introduction to the discipline of History: its terminology, methods and approaches. Students then put this knowledge in to practice by investigating facets of Ancient Egypt including the importance of the Nile, beliefs, institutions and medicine.

Taking their personal geographies as a starting point, students then learn about the study of Geography; physical, social and environmental. Weather and climate are considered alongside farming and settlement, with the goal of developing core geographical skills including map reading, field sketching and interpretation of photographs. The Mediaeval period is then examined in depth.

We endeavour to take advantage of the many resources we have in and around London and students are expected to engage with a variety of primary sources. At the same time, each topic is viewed from a global perspective and students are encouraged to make links to other places, periods and cultures.

Methods of assessment include presentations and debates alongside an introduction to a more formal essay structure.
Grade 7 Humanities
We investigate aspects of the civilisations of Ancient India or China and pre-Columbian America. Emphasis is placed on global interactions and contrasting world views. Students are encouraged to identify differing perspectives from a variety of sources and to evaluate and synthesise the evidence to produce well formed arguments. They then study key elements of the Renaissance including important figures, art and architecture and the influence and interplay of other cultures.

Students also gain an appreciation of the formation of different landscapes as they look at weathering and erosion. They begin their study of rivers, flooding and coasts, during which they are introduced to a number of fieldwork techniques such as sampling and the recording and interpreting of primary data. The importance of case studies in Geography is discussed and students are introduced to standard case study formats.

Assessment reflects the importance of developing skills of research and presentation alongside analysis and reasoned argument.

Grade 8 Humanities
Students investigate the agricultural and industrial revolutions, both in Britain and within the wider context. They are encouraged to take advantage of the many primary sources available to them and, using the views of historians to put them in perspective, come to well substantiated conclusions. Evidence is evaluated with regard to its values and limitations. We then examine the causes, course and consequences of the French Revolution from a global perspective. Our final history topic is an investigation of the fight for civil rights as played out in Little Rock, USA.

We also look at the impact of hazard events, notably volcanic eruptions, concentrating on how different populations both respond to these occurrences and how they are affected by them. Students examine the differing impacts of such events in Less Economically Developed Countries (LEDCs) and More Economically Developed Countries (MEDCs). This affords the opportunity to gain a more global perspective that is well grounded in knowledge of examples from different regions. We also investigate energy, use of resources and types and levels of development in our world today. This is examined in light of the UN millennium development goals.

Grade 9 History and Geography
Students begin the year with an investigation into the First World War. We look at the causes and effects as well as making an in depth examination of the war itself. Students are encouraged to explore a wide range of historical sources including oral histories, diaries, paintings, original film and political cartoons. They are required to compare and contrast sources and work on developing a more formal essay style. The other History topic is the origins of the Cold War. This is placed within the wider historical context necessitating a background study of events such as the Russian Revolution and Second World War. Again, these topics are considered with regard to the wider global context and students have the opportunity to engage in debate and refine their presentation skills.

Our Geography studies begin with a detailed examination of ecosystems and climatic zones. Students judge how they are affected by both human and non-human factors. Through an investigation of some of the many issues surrounding population and development we continue developing skills associated with data analysis and presentation of information. These units are taught through a variety of case studies and students asked to consider causes and effects on both the local, national and international levels.
Grade 10 History
We begin the year with an in-depth study of the early Tudor period and the birth of modern government. Students examine original documents as part of their training in source analysis. They then hone their note-taking and essay writing skills and are introduced to elements of the History of Art. This era affords us the chance to take advantage of our unique location in order to undertake some original research.

We then move on to tackle the Enlightenment, the French Revolution and Industrial Revolution. Ever controversial, these topics provide students with opportunities for discussion and to be introduced to historiographical debate. Finally, they are prepared for the step up to the IB Diploma via a study of the issues surrounding the 19th Century ‘Scramble for Africa’.

Grade 10 Geography
Our Geography students conduct a detailed investigation of types of settlement, concentrating on urban environments. In both class discussions and written work students need to draw upon case studies based on varied locations and scales. Students also examine different urban models and conduct their own fieldwork, which then form the basis of an assessed report. This gives students the opportunity to both utilise the skills they have learnt so far in the MYP and also prepare them for the study of Geography at diploma level. Students then investigate the issues surrounding globalisation. They look at the topic from a variety of perspectives, draw upon diverse sources of evidence and are encouraged to draw balanced and well substantiated conclusions. The final topic, which looks at extreme environments, enables our students to study some of the most spectacular and interesting environments on our planet.
Students in Grades 6-8 study integrated science. In Grade 9 and 10, students study all 3 mainstream sciences: Biology, Chemistry and Physics.

The MYP science programme provides a sound foundation of scientific knowledge with a strong emphasis on scientific enquiry and investigative and analytical skills. The curriculum encourages students to reflect on social and ethical implications of science and provides them with the skills to communicate their understanding.

The areas of interaction encourage students to link their knowledge of science to real world issues, to develop awareness that the applications of science may be both beneficial and detrimental and to develop an understanding of the scientific method and the ways in which scientific discoveries are made.

Grade 6 Science
Science in Grade 6 has a considerable emphasis on exploration and the development of investigative skills. Students learn about the scientific method, how to design a fair test of a scientific hypothesis and how to write a scientific report. Scientific knowledge is applied to environmental case studies and students are encouraged to creatively communicate their understanding through presentations and models as well as written assignments and tests. Key areas of study include: collecting reliable data using observations rather than inferences, conservation, biodiversity and maintenance of the biosphere, electricity and circuits, and chemical and physical changes in chemical reactions.

Grade 7 Science
Science in Grade 7 has a considerable emphasis on applying scientific theories in order to understand, explain and make predictions about the natural world. Students consider how the arrangement of particles can help us explain effects of heating and cooling. The question of “How do particular disorders of the muscular, nervous and skeletal system affect an individual’s social interactions?” is answered by looking at the muscular, skeletal and nervous systems with emphasis on the study of motor/neurological disorders. Students also investigate how the eye sees light and how the ear hears sound. In the final unit, students learn how an understanding of the rock cycle enables scientists to uncover the history of the Earth.

Grade 8 Science
Grade 8 Science covers three distinct units in the areas of Biology, Chemistry, and Physics. Throughout this course there is an emphasis on personal health and awareness. Students learn and apply scientific techniques and research skills to explore and understand the topics of study. Students learn sound scientific design techniques and apply them to create fair and meaningful experiments that expand their body of scientific knowledge. Key areas of study include:
- human health and fitness, homeostasis and genetics
- atomic structure, periodicity, and chemical reactions
- forces, gravity and astronomy.

Grade 9 Science, Biology, Chemistry and Physics
In Grade 9, students are introduced to the individual science disciplines of Biology, Chemistry and Physics with dedicated lessons taking place throughout the year in each.

The Biology course consists of three units of varying length. These are entitled:
- The birds and the bees - reproduction
- Nutrition - digestion and enzymes
- Homeostasis - temperature, glucose and osmoregulation

In Chemistry, students consider the scientific evidence for an atomic theory of matter and learn separation and purification techniques. They study the properties of metals that results in the methods used to extract them as well as their uses.
In Physics, students consider the structure of the universe from the smallest quark to the largest galaxy super cluster. They study the design and function of electrical circuits and consider the impact of nuclear physics on health and society.

Grade 10 Biology
The Biology course is made up of eight units across the year. These vary in length and include the following titles and main themes:
- The Body Code - structure and function of DNA
- It’s in your Genes - mechanisms of inheritance of characteristics
- Body Talk - the brain and nervous system
- Animal behavior - the science of ethology
- Diseases - causes of disease and vectors of disease
- The World around us - ecology and interaction of organisms

Grade 10 Chemistry
The Chemistry course includes the study of atomic structure and bonding, rates of reaction, formulas and equations, the air, the periodic table, acids bases and salts, identification techniques, the mole, sulphur and carbon chemistry.

Grade 10 Physics
The Physics course includes study of the behaviour of light, Newton’s laws of motion and conservation of energy, electromagnetic fields and the electromagnetic spectrum. Applications of these areas include the physics of transport, digital technology and the quantum nature of light. We also study the physics of the atmosphere, leading to an understanding of weather systems, thunder and lightning, the greenhouse effect and global climate change.

MATHEMATICS
The Mathematics department hopes to inspire curiosity about the subject and an appreciation for its breadth and beauty while simultaneously providing students with the necessary algorithmic skills. The subject is taught using an integrated spiral curriculum which means that each year students work on a range of topics in algebra, number, geometry and statistics developing concepts already covered and gradually introducing more advanced concepts. By careful grouping, students’ learning is supported to achieve success.

The areas of interaction are explored through project work. For instance, students may use statistics to compare the generation of greenhouse gases by more and less developed economies. Alternatively, students may celebrate human ingenuity by learning about prominent mathematicians. Throughout their work, students develop their skills in organising and communicating their ideas as part of approaches to learning.

Grade 6 Mathematics
In Grade 6 the students study number, algebra, geometry, statistics and discrete mathematics. The aim of the course is to make sure that all students have the same foundations and to show the breadth and beauty of the subject.

Students might consider:
- How do we investigate and communicate mathematics?
- How do numbers underpin mathematics?
- How can mathematics be used to investigate the environment?
- How should we review for a test?
- How can we navigate for fun?

Assessment consists of a range of investigations and simple modelling assignments. There are also a series of end of topic tests. Classwork includes some practical exploration work, consolidation exercises and discussion.
Grade 7 Mathematics
In Grade 7, the students study number, algebra, geometry, statistics and discrete mathematics. The aim of the course is to consolidate and develop the skills covered in Grade 6 and to encourage students to communicate their ideas clearly with appropriate mathematical notation and terminology. This enables students to begin to reflect more deeply on their work.

Students might consider:
- How do we investigate and communicate mathematics?
- What savings can I make in the sales?
- Are numbers sufficient for maths?
- Where can we find patterns in real life?
- Using maths to make the world beautiful

Assessment consists of a range of investigations and simple modelling assignments. There is also a series of end of topic tests. Classwork includes some practical exploration work, consolidation exercises and discussion.

Grade 8 Mathematics
In Grade 8, students study number, algebra, geometry, and discrete mathematics. For the first time, students are broadly streamed with a small extended class and three parallel mathematics classes. The aim of the courses as always is to consolidate and develop concepts but also to encourage independence and confidence.

Students might consider:
- How can we communicate and investigate mathematics accurately?
- How are rules used to identify and present sequences and relations?
- What techniques do we use to explore geometry?
- How do we accurately measure our world?

Assessment consists of a range of investigations and simple modelling assignments. There is also a series of end of topic tests. Classwork includes some practical exploration work, consolidation exercises and discussion.

Grade 9 Mathematics
In Grade 9, the students study number, algebra, geometry, statistics and discrete mathematics. The students are grouped into two extended, and two other classes. These courses have different teaching styles as some students need greater support, others greater extension. The depth of the concepts taught also varies.

Students might consider:
- How can mathematics be used to express relationships?
- What maths skills will I need to use throughout the year in all units?
- How do we know our answers are right?
- How can we express the diameter of the sun efficiently?
- What algorithms are there to manipulate algebraic expressions?
- What different ways are there for solving groups of equations?
- What role has mathematics played in history?
- How can mathematics disguise and reveal confidential or essential information?

Assessment consists of a range of investigations and simple modelling assignments. There is also a series of end of topic tests. Classwork includes some practical exploration work, consolidation exercises and discussion.
Grade 10 Mathematics
In Grade 10, the students study number, algebra, geometry, statistics and discrete mathematics. The students are grouped into extended, and three other classes. These courses aim to develop the understanding of concepts and prepare the students for the different courses available as part of the IB Diploma Programme in Grades 11 and 12. Some classes cover more concepts, and the complexity of the problems set and the expectations of the students vary. In all classes there is the expectation of greater precision in communication and depth of reflection.

Students might consider:
• What is the chance...?
• What’s my chance of winning the Lottery?
• What are rational and irrational numbers and where do they originate?
• How do we apply trigonometry and Pythagoras’ Theorem to 2D and 3D problems?
• What are the properties of the graphs of polynomial, rational and trigonometric functions?
• How can sequences be of use beyond the classroom?
• How can we express and manipulate space?
• What mathematics skills will we use in science?

Assessment consists of a range of investigations and simple modelling assignments. There is also a series of end of topic tests. Classwork includes some practical exploration work, consolidation exercises and discussion.
CREATIVE ARTS (Drama, Visual Arts, Music)

In Grades 6-9, students study one trimester each of Drama, Visual Arts and Music. In Grade 10, students may choose up to two arts courses.

DRAMA

In Drama, students gain an understanding of drama and theatre in contemporary society, throughout history and the world. They have the opportunity to extend their own dramatic and presentation skills as well as developing skills in the sourcing or design and construction of sets, costumes, props and in the technical areas of lighting and sound production.

As well as developing individual skills, drama gives students extensive practice at working co-operatively in an ensemble and encourages an appreciation of other people’s attributes, contributions and skills. Because of its interactive nature and its culmination in performance, drama also helps students develop eloquence in communication and social and physical confidence.

Grade 6 Drama

Grade 6 look either at the concept of genre and the conventions of traditional fairytales or a myth. Students learn and practise the dramatic techniques of role plays, freeze frame, thought tracking, narration, addressing the audience, forum theatre and physical theatre in order to dramatise the adapted fairytales or myths they have created for a modern audience. Through this activity the class develops their use of facial expression, gesture, body language, movement, voice, and the ability to stay in the role. They are introduced to the basic techniques of improvisation and devised drama. They also gain an understanding of the use of space and set, and costumes and props.
Grade 7 Drama

Grade 7 learn about Greek Drama. They explore mask work and the importance of gesture and body language. They then practise the techniques of chorus work with a focus on how to share and dramatise lines and how to use the performance space effectively. In this unit the students practise the use of freeze frame, thought tracking, rhythm and sound effects and working with scripts. These activities develop their sense of timing, their ability to stay in role and their ability to work as an ensemble. They then look at the difference between realist drama and melodrama and create their own characters and devise scripts from improvised activities.

Grade 8 Drama

Grade 8 work on playing comedy, and the importance of facial expression, gesture, body language, movement and voice. Selling products on a TV home shopping channel using dramatic techniques of persuasion is a key topic. Students also perform extracts from modern plays and use these as a springboard for devising small group drama. They also consolidate their improvisation skills.

Grade 9 Drama

Grade 9 students commence their studies learning about physical theatre and focus on perfecting mime techniques such as clic, exaggeration and slow motion in self-devised playlets. Where possible, Grade 9 participate in the Decades project devising or performing plays from this time period. In previous years, melodrama, naturalism and non-naturalism have been covered. They also study lighting and sound design and continue to consolidate their vocal skills such as diction, projection and modulation.

Grade 10 Drama

Choosing Drama in Grade 10 allows students to pursue their interest in Drama and Theatre and gives them a firm foundation (although this is not a prerequisite) for taking Theatre Arts at IB Diploma Programme level in Grades 11 and 12. Grade 10 use practical activities to learn about theatre history, focusing on naturalistic and non-naturalistic theatre traditions. They then concentrate on realist role-play focusing on creating tension and showing emotional conviction and using the elements of space, levels and contrast. In order to develop character in their study of a twentieth century play, they learn about Stanislavski’s system and use diverse techniques such as role-on-the-wall and hot seating monologues. They then use the play as the basis for a devised ensemble piece of theatre. This leads to further practical exploration of non-naturalistic theatre practitioners and to a research project on a world theatre tradition.
VISUAL ARTS
The study of visual arts allows students to explore, learn and express themselves visually, orally, kinesthetically and through writing. Students have opportunities for both independent and co-operative activity. They are encouraged to research, to discuss and opine, and to problem-solve and create. As well as developing subject specific skills in each area through the creative cycle of sensing, planning, creating and evaluating, students develop their awareness of the arts in contemporary society, throughout history and the world.

Grade 6 Visual Arts
The Grade 6 course is project-based. Throughout the course, preconceptions about the nature of the subject are challenged. Students are introduced to the work of artists and designers from a wide range of times and cultures, by a variety of means. Students keep portfolios and these are central to their study in the studio and at home. The aim of this course is to encourage the students to have confidence in their abilities, and to show that with effort and thoughtfulness all can succeed.

Grade 7 Visual Arts
In Grade 7, greater emphasis is placed on drawing skills and students work from observation, memory and imagination. Drawing is presented as the grammar of visual education, and again preconceptions are raised and challenged. The expectation is for students to be experimental and seek original outcomes. Research to support studio work becomes more central, as we begin to explore concepts associated with the subject in more depth.

Grade 8 Visual Arts
Grade 8 projects require students to consider the function of art and design, and introduce the work of contemporary artists. Students gain experience of a variety of media, and are encouraged to interpret projects in an individual manner. All the students' thinking and planning are recorded in their portfolios, and this is an essential tool in developing their work.

Making artwork involves problem-solving processes. Students are given clear criteria as to what skills are being assessed, and how to document their thinking. The aim is to make the assessment process transparent, and to involve students in the process of identifying areas of strength and those that need improvement.
Grade 9 Visual Arts
Students are required to respond to a variety of stimuli in an imaginative and personal way. They work from direct observation, memory and their imagination. The course allows students to have increasing independence in the realisation of their creative intentions. Students are exposed to techniques and concepts through demonstration and experimentation. Grade 9 students are asked to research and investigate art history to support their studio practice. Their sketchbooks are an integral part of this process.

Through the use of a wide range of media, students focus on increasing their skills and their use of the fundamental elements of art and design (line, tone, form, colour, texture, balance, harmony, contrast, rhythm, perspective and movement). Students are encouraged to reflect upon methods of communication visually, to analyse art works critically, and to make informed aesthetic judgements.

Grade 10 Visual Arts
This course is designed to encourage students to discover and develop their personal language, and to begin the process of placing their work into the context of the History of Art and design. Initially, projects are set that ask students to think in new ways about making and meaning and to challenge their preconceptions. They develop their understanding of the concepts that underpin artistic activity and the conventions and issues that artists address in their work. The fundamental elements of art and design underpin these activities, and projects are initiated through observation, aesthetics, interpretation and imagination. Students learn how to structure their inquiry and present their work as a sequential development of ideas throughout the course. Their critical vocabulary is also extended through visiting exhibitions and research. Art is taken throughout the year for three lessons per week and students are expected to demonstrate their commitment. There is an expectation that students taking this course are prepared to spend at least two hours a week working in their own time.
Music
Music lessons combine experiential learning in performance and composition, built on a strong understanding of musical theory and techniques. Students engage in critical listening, and develop a strong awareness of the different cultural, historical and social contexts from which music emerges. Students have the opportunity to work individually and in small groups to compose, produce and perform their own work, using their voice, instruments and music technology.

Grade 6
Students begin their MYP musical experiences by looking at the elements of musical construction (such as pitch, rhythm, instrumentation, texture, form) and how these can be represented on the page. They compose, perform and record their own works to accompany a film clip and create a graphic score. They then move on to a critical exploration of the music of the early Middle Ages to develop their singing, pitch recognition and the basics of traditional musical notation, including another original composition.

Grade 7
Students build on their earlier work on the elements of music, and start to look more closely at the cultural, social and historical contexts of their own preferred music. They select several pieces and present a critical analysis. The second phase of study focuses on the traditional music of Africa, with an emphasis on developing practical skills in using a variety of percussion instruments. Students compose and perform their own work, using correct score notation.

Grade 8
The first phase focuses on Rock and Roll, and in particular the music of The Beatles. They work in small groups to analyse and perform select repertoire, and to extend their knowledge of harmony as used in popular music. The second phase looks at Chinese and Western opera, and investigates the concept that ‘Opera is a synthesis of the arts’. Students look closely at an example of a classical Western opera and compose melodies for a selected character, using music notation and production software as developmentally appropriate.

Grade 9
Students inquire into the origin of the concepts of melody, harmony and texture through an in depth examination of the music of the Middle Ages. From here they jump to the development and structure of Blues music. Both units build an awareness of the social, historical and cultural contexts from which these very different types of music evolved, and students compose and perform their own work.

Grade 10
Students develop theory for composition and performance, and look at how music technology affects music production. Students work individually and in small groups to develop their performance skills in a variety of musical forms. We look at the indigenous and folk music of Canada, and the music of India. We also feature an interdisciplinary unit on the Music of War.
DESIGN
This course aspires to develop creative problem-solvers who are caring and responsible individuals; able to respond critically and resourcefully to the demands of an increasingly technological society and to appreciate the importance of technology for life, society and the environment.

Design in the Middle Years Programme is organised into three branches of study: information, materials and systems. The programme combines both Computer Technology and Design Technology in one curriculum area. At the core, is the Design Cycle where students consider the processes of investigation, design, planning, creation and evaluation. This model of learning incorporates knowledge, research, skills, and design principles in a problem-solving context.

The Areas of Interaction encourage students to connect what they learn in Technology with real world issues. Students constantly engage with the social, cultural and ethical impact of technology in the modern world. As thoughtful practitioners, they reflect on the objects made by others and consider how those makers have brought about change.

Grade 6 Design
The first year introduces students to the concept of the Design Cycle. They are guided through some standard “design and make” activities and encounter a range of resistant materials. They are introduced to a range of Digital Imaging Applications and complete a project using Stop Frame Animation.

Grade 7 Design
In the second year, students are introduced to CAD/CAM (Computer Aided Design/Computer Aided Manufacture) software. They follow an introduction to Electronics which involves soldering basic circuits. They complete their first “end to end” Technology project which revolves around the production of a Design Folder.

Grade 8 Technology
In Grade 8, students complete three projects that have strong links to other curriculum areas. A number of key IT skills are introduced including vector-based animation and compositing.

Grade 9 Design
Design work in Grade 9 is more student-led. Projects in product design and electronic prototyping demand that students work with a wide range of software. They learn how to purposefully select materials, techniques and applications.

Grade 10 Design
Design and Technology in Grade 10 builds upon the design theory and practical skills gained in Grade 9. The students look at the environmental and social impact of design along with historical and cultural developments. Design Technology continues to take a ‘hands on’ approach to problem solving by engaging the students with opportunities for design and innovation. There is an increasing focus upon CAD/CAM and the students become increasingly familiar with the appropriate design software and manufacturing equipment.

Grade 10 Design
Whilst continuing to use a range of sophisticated software, students develop a more autonomous approach, embracing multimedia programming, design and implementation of internet technologies. A Unit in Digital Video provides an excellent technical grounding for those considering Film in the IB Diploma Programme. In addition, all students develop a fluency in the skills that are now a requirement of many IB Diploma courses.
PERSONAL AND SOCIAL EDUCATION (PSE)

PSE focuses on the personal, social, emotional and physical development of the individual student. The discussion-based curriculum is flexible so that it can incorporate current events. Units such as sexual health, mental health, and conflict resolution are taught at all grade levels through age appropriate topics and vocabulary. A wide variety of resources is used for this course including appropriate texts, magazines, newspapers, DVDs, and specialist speakers who are brought in to share their experiences and expertise.

Grade 6 PSE

The curriculum in Grade 6 is devised to help students settle into their new academic and social environment. Topics covered in the beginning of the academic year, such as an introduction to the Middle Years Programme, the areas of interaction, and personal safety and organisation, help students adjust to secondary school. Units relating to mental and physical health and a sexual health unit focusing on body changes help students to gain a better understanding of how to care for their body and mind. Students develop social skills and enhance their communicative skills through units exploring peer pressure, conflict resolution and team-building skills. Raising awareness of issues concerning different cultures, communities and identities is also an essential part of the PSE programme. Social and cultural topics covered can include: socially-conscious gift giving and anti-bullying initiatives.

Grade 7 PSE

In Grade 7, students continue to develop their personal, social, emotional and physical understanding. The curriculum is devised to allow students to continue their exploration of various communities and cultures while also enhancing their awareness of social issues such as personal safety, community safety and responsibility, and environmental issues. An in-depth study of sites of beliefs is carried out in a unit stretching over a number of weeks. This unit allows students to explore various religious sites around London, while learning about the importance of these sites to religious communities. This unit links well to the areas of interaction, human ingenuity and health and social education. The focus of the Grade 7 sexual health unit is relationships. Students discuss the emotional and social elements of family relationships, friendships and close relationships, and learn differences between healthy and unhealthy relationships. The PSE curriculum continually reinforces the importance of individual health and development.
Grade 8 PSE
Grade 8 PSE focuses on the relationships between individuals and societies. Students explore how society can affect their personal and social and emotional health, and how they as individuals can affect a society/community. Students begin the year by reviewing personal safety and learn to be more aware of their personal safety in various surroundings. Students learn how social pressures can affect a person’s emotional and physical identity. Students gain a better understanding of citizenship and communities as they explore elements of government, democracy and human rights. A sexual health unit focusing on the physical and emotional aspects of sexual reproduction aims to raise awareness of the responsibilities involved in sexual reproduction. Grade 8 students also complete a project where they explore one area of interaction in-depth. The project allows students to enhance their teamwork, communication and research skills. By the end of Grade 8, students are prepared to continue considering their personal and social health in a much more critical manner.

Grade 9 PSE
In Grade 9, students start to consider their future academic path, and time is given in PSE to discussion and consideration of the choices ahead from Grade 10 to university. Students also consider topics in physical, mental and sexual health. They develop their awareness of how to care for themselves as young adults and learn where to find supportive resources. Guest speakers and visiting experts are invited in to talk about nutrition, Aids awareness and also to help students develop an understanding of some of the issues that affect young people.

Grade 10 PSE
In Grade 10, students begin to plan their future academic path and time is given in PSE to discussion and consideration of the choices to be made in the IB Diploma Programme in Grades 11 and 12. Counselling and information is provided about university entrance requirements and application procedures. Students also focus on their personal project working with their staff supervisor and time is given for advisors to support students in this endeavour. Students learn about personal protection in a sexual health unit, and about stress management and study skills in a mental health unit.
PHYSICAL EDUCATION (PE)

As Westminster has no on-site facilities, Physical Education at Southbank embraces the ‘London as a classroom’ educational philosophy with all classes taking place off campus. In past years students have experienced cross country running in Regent’s Park, handball at the Westway, track and field at Hampstead Heath, swimming at Swiss Cottage, basketball and volleyball at Seymour Leisure Centre, dance at Little Venice and football at London Football Academy. Availability of these facilities subsequently determines the shape of the Physical Education programme. In response to this some Physical Education classes take place outside, regardless of the weather. In the winter months therefore students are encouraged to purchase a polyprop or woollen undershirt to wear as an additional layer under their uniform. Students should have two pairs of shoes and a shoe/boot bag.

Uniform and Participation

Grade 6 students are required to wear a Southbank uniform during PE which can be ordered online. Grades 7-10, however, will be able to wear their own (appropriate) clothing. The stipulations for all Grades will be outlined in September and will appear on the PE blog viewable by parents via their personalised homepage on www.southbank.org; on noticeboards; and in the hand-out given in the first PE session of the year.

Uniform is distributed in the first weeks of school. After this time it is up to individual students to collect their order from the PE room. This is also true of clothing subsequently ordered during the school year. Please note, uniform is only distributed when payment is received.

Details of the course for each Grade vary according to the facilities available.
Grade 6 Physical Education
During Grade 6, students experience a mixture of both individual and group activities and are assessed on their social skills and personal engagement for each. The focus in Grade 6 is to encourage participation beyond class time and to reinforce the importance of our classmates in our individual achievement.

Grade 7 Physical Education
In this course students encounter their first experience of officiating their classmates. This unit concentrates on positioning, communicating and reflecting.

Grade 8 Physical Education
In Grade 8, students are involved in a comparative unit for which they submit an assignment based on their experiences of handball and waterpolo.

Grade 9 Physical Education
In the first term of the Grade 9 year, students organise a tournament. In this module they are responsible for every aspect that goes into creating and running a multi-teamed event. In the last term, this component of leadership and organisation is revisited with students required to “teach” their classmates one aspect of an activity in preparation for our involvement in Southbank Kensington’s Sports Day.

Grade 10 Physical Education
As this is the final year that formal Physical Education lessons are offered to Southbank students, the focus shifts towards introducing activities for their lives beyond school. In preparation for this, students do a 12 minute run in their first session and then have eight months to work on their fitness, culminating in an endurance event of their choice, and a second 12 minute run to measure their improvement.

Assignments:
All students are required to submit two written assignments during the year.
SPORT

Below is an example schedule of what was offered outside of PE sessions in the last academic year:

Term 1
September–October
Tuesday: co-ed, intra-mural football (soccer)
Wednesday: co-ed, intra-mural football

November–December
Tuesday: badminton and table tennis
Wednesday: Southbank Champion’s League football

Term 2
January–April
Tuesday: basketball
Wednesday: basketball

Term 3
April–June
Monday: tennis
Tuesday: badminton
Tuesday: softball
Wednesday: Southbank Champion’s League football
Thursday: tennis

Students who are 14 by the start date of ISSA tournaments are also eligible to play for Varsity school teams. These teams train on Mondays and Thursdays after school. Information about these activities can be found in the IB Diploma Programme Curriculum Guide.

Southbank also enters London school events. Students have represented Westminster at the London field event; Cognita Schools volleyball competition and Independent Schools Association (ISA) tournaments in swimming, cross-country, track and field, and tennis. School-based teams also participate in a local weekly football league. Rock-climbing and fencing are also available as extracurricular activities.
<table>
<thead>
<tr>
<th>GLOSSARY</th>
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<tbody>
<tr>
<td>Advisor/Advisory</td>
<td>Tutor/Tutor group</td>
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<tr>
<td>Discovery Week</td>
<td>Four-day trip taken in September</td>
</tr>
<tr>
<td>DP</td>
<td>Diploma Programme (IB curriculum for 16-18/19 year olds)</td>
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<tr>
<td>EAL</td>
<td>English as an Additional Language</td>
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<tr>
<td>IB</td>
<td>International Baccalaureate</td>
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<tr>
<td>IBSCA</td>
<td>International Baccalaureate Schools and Colleges Association of the UK and Ireland</td>
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<tr>
<td>ISA</td>
<td>Independent Schools Association</td>
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<tr>
<td>ISSA</td>
<td>International Schools Sports Association</td>
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<tr>
<td>Learner Profile</td>
<td>Aims to develop internationally-minded people</td>
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<tr>
<td>LISA</td>
<td>London International Schools Association</td>
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<tr>
<td>MYP</td>
<td>Middle Years Programme (IB curriculum for 11-16 year olds)</td>
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<tr>
<td>Parent-teacher-student Conference</td>
<td>Where parents and student meet with a teacher to discuss their child</td>
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<tr>
<td>PE</td>
<td>Physical Education</td>
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<tr>
<td>Personal Project</td>
<td>Culminating project for Grade 10 students</td>
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<tr>
<td>PYP</td>
<td>Primary Years Programme (IB curriculum for 3-11 year olds)</td>
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<tr>
<td>SIS</td>
<td>School Inspection Service</td>
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<tr>
<td>Student-led Conference</td>
<td>Where a student guides their parent/s through their own learning</td>
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<tr>
<td>Town Meeting</td>
<td>School assembly</td>
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**Notes:**
- **DP** stands for Diploma Programme, which is part of the International Baccalaureate (IB) curriculum for 16-18/19 year olds.
- **EAL** stands for English as an Additional Language.
- **IB** stands for International Baccalaureate, a global education program for 11-18 year olds.
- **IBSCA** stands for International Baccalaureate Schools and Colleges Association of the UK and Ireland.
- **ISA** stands for Independent Schools Association.
- **ISSA** stands for International Schools Sports Association.
- **MYP** stands for Middle Years Programme (IB curriculum for 11-16 year olds).
- **PYP** stands for Primary Years Programme (IB curriculum for 3-11 year olds).
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