



SWANBOURNE HOUSE

PSB @ Swanbourne House
A Parent's Guide



The PSB is an assessment model that has at its heart the development of the right values, skills, attitudes and behaviours required for children to succeed and flourish in an ever-changing world. Children are encouraged, recognised and celebrated in their achievements, and directly prepared for the next step of their educational journey.

Structural Organisation of the Pre-Senior School Baccalaureate

The PSB is a not-for-profit organisation, run by its members and overseen by trustees. The Heads of PSB schools elect from amongst themselves the PSB committee, which in turn selects from its number a chairman. PSB Committee members normally serve for a three year term, and for no more than two terms of office.

A Communications Director is employed by the PSB committee who supports schools in following the assessment model.

The management of the PSB is overseen by a Board of Trustees, who are leaders drawn from various parts of the independent sector.

PSB Associate Schools are senior schools that work with the PSB group to advise and support, and in particular, to enable curriculum development and consistency in standards across the group.

Find out more at www.psbacc.org

PSB @ Swanbourne House

An Overview

The PSB @ Swanbourne House is a course that seeks to assess a pupil's achievement across the two year period of Year 7 and 8. A final summative document accompanies the transfer to senior school and offers a 360 description of a pupil's progress, abilities and attitudes.

Assessment is tiered to ability and designed to build self-awareness and self-esteem alongside the acquisition of knowledge and skills. Senior schools are looking not only for evidence of academic achievement but wish to know about what are often called "soft skills" such as **independence, communication, collaboration, resilience, reflection, and leadership** to name but a few. These skills are integral to PSB @ Swanbourne House and thus form an important part of a teacher's planning and assessment throughout the course. These skills we believe will best equip a pupil for the demands of the world in the 21st century.

Curriculum

Mathematics, English, MFL, Science, History, Geography, Latin/Classical Civilisation, Religious Studies, Art, Design and Technology, Computing, Music, Drama and PE. These subjects are all assessed in the PSB @ Swanbourne House.

The content of the curriculum has been certified by senior schools to ensure rigorous and appropriate academic standards. Any updates/changes to the curriculum are always validated by senior schools as well as being subject to the Independent Schools Inspectorate inspection cycle.

The aim of PSB @ Swanbourne House is to produce stimulating, relevant and modern programmes of study that will engage the pupils over two years, preparing them academically, technologically, personally, socially, culturally and spiritually for the next stage of their education.

Organisation

The PSB @ Swanbourne House accomplishes its aims by actively developing and tracking knowledge, skills and attitudes.

To enable this, each subject divides its content in to units of work. A unit of work is a coherent section of the syllabus which is assessed on completion.

Each Head of Department is free to decide the number and content of units that are appropriate for their subject.

Assessment

Throughout PSB @ Swanbourne House assessment will be both formative and summative. Units of work are assessed on completion, although in some cases continuous assessment may be appropriate. Paper based tests, orals, presentations or debates are all equally valid.

Formal examinations are held in Year 7 and 8 in some subjects. Assessments and exams are externally moderated for coverage, standards and consistency by senior schools.

For individual subject assessments, please see subject pages.

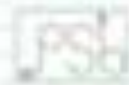
Core Skills

Communication, collaboration, resilience, creativity, curiosity, and reflection are integral to life at Swanbourne House and pupils are expected to act in accordance with these fundamental values and principles. The skills/attributes that underpin these values are actively promoted, tracked and monitored throughout the course.

Cross Curricular Project

An annual Cross Curricular Project promotes independent learning and critical thinking in addition to extending knowledge. Pupils are given guidance on research skills, use of the library, internet and appropriate presentation skills in designated curriculum time. They use this time to produce a project chosen from a list of suggested topics. They have approximately ten weeks to produce their project and on completion make a presentation to their peers and staff. This work is carried out in school during humanities lessons and not at home.

Transfer Document



Record of Academic Achievement

XXXXXXXXXX

PSB grades based on IGCSE and internal & external exam results

Subject	Year 7 Autumn	Year 7 Spring	Year 7 Summer	Year 8 Autumn	Year 8 Spring	Year 8 Summer	Year 9 '17	Year 9 '18
English	7	8	8				8	
Maths	8	8	8				8	
Science	7	8	8				8	
French	8	7	7				8	
History	8	7	7				8	
Geography	7	7	8				8	
Latin	7	7	8				8	
Religious Education	7	7	7				7	
Computing	7	8	8				8	
Art	8	8	8				8	
Music	8	8	8				8	

PSB L2016 subject contributions to learning and assessment grades - July

IGCSE Independent learner skills	PSB Core Skills requirement	End of Year 7	End of Year 8
Independent	Independent	8	
Communicating	Communicating	7/8	
Collaborative	Collaborative	8	
Responsible		8	
Working and Learning	Working and Learning	8	
Responsible	Responsible and Learning	8	
	Responsible	8	

Based on an average of all 6 task grades for the year

8 Excellent
7 Good
6 A clear effort
4 Under-developed

80%
75%
70%
65%
60%

*Responsible and Learning: A broad spectrum of learning quality. A broad spectrum of a grade

Activities (as a percentage)	Code	Points
1	Parent School and Special activities	100
2	Weekly Sports and Games	50
3	Whole School / Department / Year 7	100
4	PSB / Department / Year 7	100
5	Department / Year 7	100
6		100
7		100
8		100

	Sept of 17	June of 17	Sept of 18	June of 18
IGCSE Exam	100			
PSB	100			
Department	100			
Year 7	100			
Grade 7	100			
IGCSE (Summer)	100	100		
IGCSE (Spring)	100	100		
IGCSE (Autumn)		100		

PSB Art

"Art has the role in education of helping children become like themselves instead of more like everyone else." **Sydney Gurewitz Clemens**

Art Themes

At Swanbourne House PSB Art is approached as a two strand subject, each of the strands weaving in and out of each other so the pupils are often unaware that the two elements are being taught. The first strand is skill based and needs specific teaching. The elements of colour, pattern, texture line, tone, shape, form and space are explored and experienced in a structured way and as pupils are taught how to handle the materials used to create Art. The second strand is the consideration of why Art is important and why people create Art. In this, we consider the wealth of knowledge and ideas that have gone before us and how they connect to contemporary creations and ideas; especially within the pupils' work. There is an emphasis on developing observational drawing skills and in many cases this is linked to the work of various artists, movements and Western and other cultures.

Art Skills

- To encourage first-hand experience with artists and artwork, through visits to museums and galleries, and contact with artists and designers.
- To explore and experiment with materials, gaining confidence to innovate and refine work as it progresses.
- To provide varied practical activities developing skills through painting, drawing, collage, printing, sculpture, ceramics and ICT.

There is an open art club as well as a scholarship mentoring programme for those who are very keen and able. All children will exhibit their work at least once a year.

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Assessment

11s	Topic	Assessment	Weighting
Autumn	Rainforest drawings and paintings inspired by the artist Henri Rousseau.	Assessed Drawing Assessed Painting	10% 25%
Spring	Studies of Tulips – drawing, painting and ceramics.	Assessed Drawing Assessed Painting Assessed Ceramics	10% 10% 10%
Summer	Artwork inspired by the artist Georgia O’Keefe – drawings, painting and collage.	Assessed Drawing Assessed Painting Assessed Collage	10% 10% 10%
TY	Topic	Assessment	Weighting
Autumn	Artwork based on the festival of Dia de los Muertos – 3D sculptures, tonal drawings and compositional work.	Assessed Sculpture Assessed Drawing	20% 15%
Spring	Studies of Star Anise – drawing and printmaking.	Assessed Drawing Assessed Printmaking	15% 15%
Summer	Ceramics and self-portrait inspired by the artist Julian Opie – ceramics and observational drawings	Assessed Drawing Assessed Ceramics	20% 15%

“Painting is poetry that is seen rather than felt, and poetry is painting that is felt rather than seen.” **Leonardo da Vinci**

PSB Computing

"A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world. The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world."

Computing National Curriculum

Computing Themes

Through the teaching of Computing at Swanbourne House, we aim to equip pupils to participate in a rapidly changing world where work and leisure activities are increasingly transformed by technology.

The teaching of computing within the 11s and TY follows the National Curriculum's three strands. These provide a structure to ensure both progression and continuity as pupils move through their PSB journey within the subject. The three disciplines are as follows:

Computer Science – the scientific and practical study of computation. The ability to problem solve and write, test and debug programs using fundamental computer science principles

Information Technology – the ability to use technology to collect, organise, analyse, evaluate and present data and information

Digital Literacy – the ability to effectively, responsibly, safely and critically navigate, evaluate and create digital content using a range of digital technologies

Computing Skills

The aim is to instil a solid understanding of, and proficiency in, core computer skills from an early age. To facilitate the learning of these core skills the department uses the following software packages:

- Microsoft Office (Word, Excel, Access, Publisher, PowerPoint)
- Corel (Draw, Painter)

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The following web applications are explored to help pupils understand the bigger picture within the Computing landscape so that they can make informed use of technology and internet services.

- Scratch Programming
- Kodu Games Programming
- BBC Micro:bit
- Coding Sites
- Sphero and Lego Robotics

Computing Assessment and Attainment

In Computing, pupils will be assessed each term on their developed project against the assessment guidelines. The structure of the assessments will check a pupils' understanding of the framework for assessing attainment in Computing. This framework is a progression pathway organised into the three computing strands, which increase in complexity as the pupil moves through the academic framework for Years 7 and 8 of the PSB. The strands of Computer Science, Information Technology and Digital Literacy will be assessed together with cross-referencing the six core skills. The assessment framework will encourage pupils to regularly reflect on their learning and monitor their academic progress.

Trips and Enrichment Experiences

This is a really exciting time to be a pupil at Swanbourne House, the developments that advances in technology have brought has increased pupils' curiosity and creativity. They will be able to fully exploit the opportunities that current and future technologies offers them, whilst gaining confidence working on a range of meaningful projects and initiatives.

Whilst undertaking the PSB, the following Computing trips and experiences will take place:

- The National Museum of Computing – Housed at Bletchley Park
- The Information Age Gallery – Science Museum
- Bletchley Park – home of wartime codebreaking
- Coding Webinars
- Cyber Discovery Competition
- Google Data Centre

*"Those who can imagine anything can create the impossible." **Alan Turing***

PSB Drama

"Great theatre is about challenging how we think and encouraging us to fantasise about a world we aspire to" **William Defoe**

Drama Themes

The course is based on the pupils understanding and putting into practice the three core elements in practical theatre arts, physical skills, vocal skills and stagecraft. Through a range of improvised, devised and scripted tasks and projects, the children will develop their own skills and technique as well as the cross curricular 'soft' skills of collaboration, independence, problem solving and creativity.

Drama Outside the Classroom

The Drama curriculum is enhanced through a variety of performance opportunities, visits and extra curricular activities. Where possible, children will get the opportunity to see live theatre each year, whether that is done through visitors to the school or trips out to the theatre. There is an open drama club available as well as individual and paired LAMDA lessons and a scholarship mentoring programme for those who are very keen and able. All children will perform on stage in front of an audience at least once a year, with many opting to take part in our annual Senior Musical, which uses professional set, lighting and sound.

Assessment

11s	Topic	Assessment	Weighting
Autumn 1	Improvisation	Informal – small skills assessments made from lesson output	25%
Autumn 2	Pantomime Performance	Public Performance to Audience	75%
Spring 1	Melodrama – Devised	Group Devised Performance in Class	50%
Spring 2	Performance Poetry	Individual Performance (in class for all, to Audience for some)	50%
Summer 1	Musical Theatre	Informal – small skills assessments in acting, singing and dancing made from lesson output	30%
Summer 2	Devising Showcase – Peer Pressure	Group Devised Performance to an Audience	70%

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TY	Topic	Assessment	Weighting
Autumn 1	Comedy – Improvised and Devised	Class Performance of a semi Improvised and Devised Sketch Show	50%
Autumn 2	Monologues and Duologues	One Individual and One Paired Performance to Class	25% 25%
Spring 1	Kitchen Sink – Devised	Devised Group Performance to Class from a Naturalistic Stimulus	50%
Spring 2	Performance Poetry	Individual Performance (in Class for all, to Audience for some)	50%
Summer	Group Productions – Self Directed and Scripted	Group Performance to an Audience Observed and Assessed Rehearsal	100%

The final PSB percentage score will be an average of their percentages from all 6 terms.

“What is drama but life with the dull bits cut out.” **Alfred Hitchcock**

PSB Classics

“Latin sharpens the mind, cultivates mental alertness, creates keener attitudes to detail, develops critical thinking and enhances problem solving abilities...it provides valuable insight into English vocabulary, the structure and meaning of words, and enables pupils to write and speak better English.” **Classics for All**

Classics Themes

Communication is key. The ability to explain, exhort, persuade and dispute effectively, with clarity, potency and precision, is one of the most important skills in life. The Classics curriculum aims to instil in pupils such an appreciation of language that, by improving their literacy, they become better, more confident communicators. The curriculum also aims to encourage a lifelong affection for the Classical world – its literature, history and culture that have so profoundly affected our own. Although Greek is not timetabled, it is included as an option in the Saturday enrichment programme or can be studied ad hoc as an activity during or after school.

Classics Skills

Comprehension and translation skills form the basis of Latin study. By gradually introducing linguistic structures, analysing grammatical content, and considering the roots of many English words, pupils are able to translate increasingly complex sentences from Latin to English and English to Latin. In the process, they develop logical thought processes and an eye for detail. Independent thinking and learning is encouraged, as is collaborative work within the classroom. By the Top Year they are able to comprehend and translate passages to a level equivalent to CE level 2. Pupils are given the opportunity to research and discuss aspects of Classical Civilisation and present their work to the class.

Assessment

	11s Assessment	%
	Regular vocabulary and grammar tests	5%
	Continuous assessment of attitude to learning	5%
	A presentation on a chosen aspect of Classical civilisation or literature.	15%
Autumn	written to test independent thinking and learning as well as knowledge and understanding	15%
Spring	collaborative exercise of translation and performance Formal written assessment Summer term	10%
Summer	Formal exam testing core skills based on vocabulary, grammar, and syntax covered to date.	40%
	TY Assessment	
	Regular vocabulary and grammar tests	5%

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	Continuous assessment of attitude to learning	5%
	Project on a chosen aspect of Classical Civilisation or literature	15%
Autumn	written to test independent thinking and learning as well as knowledge and understanding	15%
Spring	Best of 2 written exercises to test independent learning and thinking as well as core skills	10%
Summer	Formal exam	60%

Pupils retain their scores from the 11s This gives a score of 200 which is divided by 2 to give a final percentage

Useful websites:

- Vocabexpress.com
- Pippiatum App Pippiatum is an app devised to support Common Entrance. It is available for Levels 1, 2, and 3.
- On line Latin dictionary: <https://latin-dictionary.net/>
- Latin games for CE: <http://aitkenlatin.weebly.com/links.html>

“When you study Classics you get to understand a world that fundamentally influenced our own...you don’t just study the past, you study our own world as it is around us now.” **Dr Michael Scott**

PSB Design Technology

“Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.” **The National Curriculum**

Design Technology Themes

Design Projects last for the full term. Each project has a design brief students can access from the start of the project. There are three major projects during the year.

Projects are broken down into four sections:

- **Research** (Think and learn) knowledge of research and understanding of the Design Brief and the collection of useful information
- **Design** (Communication) a range of realistic design ideas to satisfy the brief using presentation techniques and identification of solution.
- **Product/Outcome** (Collaboration / Independence) understanding, making of the solution in the form of a model, prototype artefact or system.
- **Evaluation** (Review/ Improve /Leadership) analysis of how does it meet the brief? How it be improved? How did I tackle the problem?

Assessment

Assessment is broken down into a range of ten descriptions of the pupil’s level on all four sections of a project. This assessment will be on going throughout the project, with a review of each section so as to allow pupils to reflect and amend their work. Teacher guidance and input will also identify areas to be worked on for further progress to be made.

	Research (Think and learn)	Design (Communication)	Product/Outcome (Collaboration /Independence)	Evaluation (Review/Improve/Leadership)
10 9	Consistent and thorough knowledge and understanding of the Design Brief. Collection of a variety of information almost faultlessly .	Consistent and thorough range of realistic ideas to satisfy the brief using presentation techniques. Identification of a variety solutions almost faultlessly .	Consistent and thorough understanding making of the solution in the form of a variety of models, prototypes artefacts or systems almost faultlessly .	Consistent and thorough analysis of how does it meet the brief almost faultlessly in a variety of situations How it be improved? How did I tackle the problem?

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8 7	Consistent and thorough knowledge and understanding of the Design Brief. Collection of information consistently .	Consistent and thorough range of realistic ideas to satisfy the brief using presentation techniques. Identification or solution consistently .	Consistent and thorough understanding making of the solution in the form of a model, prototype artefact or system consistently .	Consistent and thorough analysis of how does it meet the brief consistently ? How it be improved? How did I tackle the problem?
6 5	Expected knowledge and understanding of the Design Brief. Collection of information in most situations.	Expected range of realistic ideas to satisfy the brief using presentation techniques. Identification or solution in most situations.	Expected making of the solution in the form of a model, prototype artefact or system in most situations.	Expected analysis of how the project meets the brief in most situations. Usually demonstrates How it be improved? How did I tackle the problem?
4 3	Secure knowledge, understanding of the Design Brief. Collection of information. Only able to apply them with support.	Secure range of realistic ideas to satisfy the brief using presentation techniques. Identification or solution. Only able to apply them with support.	Secure understanding making of the solution in the form of a model, prototype artefact or system. Only able to apply them with support.	Secure analysis of how does it meet the brief? How it be improved? How did I tackle the problem? Only able to apply them with support.
2 1	Emerging knowledge and understanding of the Design Brief. Collection of information. Only able to apply them with support.	Emerging range of realistic ideas to satisfy the brief using presentation techniques. Identification or solution. Only able to apply them with support.	Emerging understanding making of the solution in the form of a model, prototype artefact or system. Only able to apply them with support.	Emerging analysis of how does it meet the brief? How it be improved? How did I tackle the problem? Only able to apply them with support.

"Design is not just what it looks like and feels like. Design is how it works." **Steve Jobs**

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PSB English

"Books can be dangerous. The best ones should be labelled "This could change your life." Helen Exley

English Themes

The English programme of study seeks to enable pupils to explore the many facets of English literature and language. By the time pupils leave SHS at the end of Top Year, they will have encountered poets from John Agard to Dylan Thomas, playwrights from R.C. Sheriff to Shakespeare, and the history of English from the Old English of Beowulf to the present day.

We aim to develop each pupil's ability to communicate on the written page by maintaining a rigorous approach to all types of formal writing. This will remain the central focus of our work and assessment, although we will be challenging pupils to be creative with their approaches to speaking and listening tasks and during extended group projects.

English Skills

All pupils will have to marry the independent working skills of PSB with their writing and comprehension skills to achieve success in English. Group work, problem solving and research skills will all be tested across each unit of assessment, whilst reading comprehension and writing skills will remain integral. Above all, pupils will be taught and encouraged to think independently when preparing their end of unit assessments, reflecting on their errors and finding ways to improve their work.

Assessment

Pupils will be assessed each term. Typically, assessments will take place at the end of each full term. However, during shorter units assessment will take place prior to the half-term. These assessments will take the form of group work exercises, extended writing tasks, formal essay responses, exam questions, speaking and listening tasks, group work, and creative writing.

Our aim is to fully prepare pupils for the rigor of GCSEs whilst challenging them to become effective independent learners.

11s Assessment

- Autumn term – Novel study culminating in a formal essay response (10%)
- Spring 1 half-term – Poetry unit culminating in a speaking and listening task (10%)
- Spring 2 half-term – Creative writing unit culminating in a short story response (10%)

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- Summer 2 – Exam (Poetry and creative writing) (15%)

Top Year Assessment

- Autumn Term – Media unit culminating in a group task to create a magazine (15%)
- Spring Term – Poetry unit developing comparative skills culminating in a form essay response (10%)
- Summer Term – Two exams (Poetry and creative writing / Prose and transactional writing) (30%)

Useful Websites

www.bbc.co.uk/bitesize - useful for a number of the poems and texts we will
studywww.shmoop.com – this website will support students with the plays and novels we explore. It is written by university students, often helping to provide the most current interpretations.

"It matters not what someone is born, but what they grow to be." **J.K. Rowling**

PSB French

*„Wer fremde Sprachen nicht kennt, weiß nichts von seiner eigenen“ (Those who know nothing of foreign languages know nothing of their own) **Johan Wolfgang von Goethe, Maximen und Reflexionen (1833)***

French Themes

The aim of the PSB French syllabus is to give children the confidence to speak, write and understand a foreign language, as well as giving them the opportunity to explore cultural differences and similarities between countries where the language is spoken and their own.

The PSB syllabus for the 11s and Top Year will principally cover four main subject areas:

- School and Jobs
- Free Time and Holidays
- House and Home, and Family
- Friends and Self.

The pupils will build up banks of vocabulary, and will develop the skills to manipulate the language to make that vocabulary work for them. An ability to understand and answer questions will be a focus from the beginning of the 11s.

The Château Trip at the start of the 11s will be an important start point for the PSB course, with children meeting and putting into practice plenty of new vocabulary, particularly in relation to free time activities. They will also spend the week listening to and answering questions, which will introduce the main focus of the speaking assessments.

Back at school, there will be opportunities to work on vocabulary knowledge on 'Vocab Express,' as well as covering various grammatical and linguistic points through other learning platforms. Independent study will always be encouraged, from researching news stories related to the French speaking world, to having a go at reading some Tintin or Astérix in French.

Assessment

Assessments will take place every half term, with the same pattern in the 11s and Top Year:

- Autumn Term 1 – speaking
- Autumn Term 2 – reading
- Spring Term 1 – listening

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- Spring Term 2 – writing
- Summer Term 1 – all four skills
- Summer Term 2 – project / presentation in a format to suit child (11s only)

The final mark will be calculated from the two Summer Term 1 exams (30% each), their top 3 marks from the Autumn and Spring term assessments (to cover 3 different skills, 10% each) and their Summer Term 2 project from the 11s (10%)

Useful Information

As mentioned earlier, the trip to the Château de la Baudonnière at the start of the 11s is a great start point for the PSB syllabus. More information can be found at <https://www.the-chateau.com/>

The log on to Vocab Express: <https://www.vocabexpress.com/login/>

Pupils will also be set work from <https://www.languagesonline.org.uk> and are welcome to find exercises on their independently.

A good start point for finding 'real life' French to read is www.google.fr and there are various websites which provide articles for children to read, such as

<https://www.1jour1actu.com/>

M Wright and Mme Grimble will always be pleased to provide more French for children to read / listen to / watch if required!

"If you talk to a man in a language he understands, that goes to his head. If you talk to him in his language, that goes to his heart." **Nelson Mandela**

PSB Geography

“Geography is the study of Earth’s landscapes, peoples, places and environments. It is not surprising that those trained as geographers often contribute substantially to the applied management of resources and environments. Geography is, in the broadest sense, an education for life and for living. Learning through geography – whether gained through formal learning or experientially through travel, fieldwork and expeditions – helps us all to be more socially and environmentally sensitive, informed and responsible citizens and employees.”

Royal Geographical Society

Geography Themes

At Swanbourne House, the geography programme of study aims to prepare pupils for the challenges of life academically, personally, socially, culturally and spiritually. It does so by actively developing and tracking knowledge, skills and attitudes through a wide range of geographical topics. All of the topics covered help the pupils to understand the complex interaction between people and the environment. The curriculum in the 11s and TY investigates key issues such as:

- The Challenge of the Natural World – Earthquakes and Volcanoes, Weather and Climate.
- The Challenge of Urban Areas – Urbanisation and the Middle East.
- Geomorphological Processes – River Processes and Landforms and Coastal Processes and Landforms.

Geographical Skills

Geographical skills are taught through a variety of (digital) learning environments. Our learning methods include collaborative, independent enquires, fieldwork opportunities, as well as challenging decision-making tasks. Fieldwork is integral to the teaching and learning within the Geography department. Whenever possible, pupils undertake activities outside of the classroom and will lead their own outside learning.

Over the next two academic years, the following Geography trips will take place:

- Iceland, October 2020
- The Jurassic Coast, Dorset.
- The Queen Elizabeth Olympic Stadium, London.
- Jaguar Land rover, Castle Bromwich.

Assessment

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Pupils will be assessed each half term. They will complete a mid-unit assessment (worth 5%) and an end of unit assessment (worth 10%) every term. These assessments will take the structure of group work exercises, extended writing tasks, exam questions, debating tasks, group and individual presentations and creative thinking exercises.

Pupils will conduct an individual fieldwork enquiry in Swanage, Dorset. The field enquiry write up will be worth 100% of pupils' assessment.

	The Challenge of the Natural World	Assessment Method	Percentage
Unit 1	Introduction to Earthquakes and volcanoes	Group work Exercise	40% (mid unit)
Unit 1	Natural Hazard case studies	Extended writing Article	60 % (end of unit)
Unit 2	Field work enquiry (Rivers and Coasts)	Course work write up	100% (final piece)
Unit 2	Field work enquiry (Rivers and Coasts)	Course work write up	
Unit 3	Weather and Climate I	Display (in small groups)	40% (mid unit)
Unit 3	Extreme Weather	Presentation (TED talk)	60 % (end of unit)

	The Challenge of the Human World	Assessment Method	
Unit 1	Urbanisation I	Display	40% (mid unit)
Unit 1	Urbanisation II	Viva / 1-to-1 Interview	60 % (end of unit)
Unit 2	Middle East I	Market Stall Group Presentation	40% (mid unit)
Unit 2	Middle East II	Extended essay	60 % (end of unit)
Unit 3	Humanities Project	Project write up or Presentation	100% (final piece)
Unit 3	Humanities Project	Project write up or Presentation	

Pupils retain the % score for their best 3 terms of assessment
This gives a score out of 300, to be divided by 3 for the final %

"Geography is the subject, which holds the key to the future." **Michael Palin**

PSB History

"History cannot give us a programme for the future, but it can give us a fuller understanding of ourselves, and of our common humanity, so that we can better face the future."

Robert Penn Warren

History Themes

The course develops the pupils' knowledge and understanding of chronology, causes and consequences of historical events and historical interpretation. The skills of historical enquiry through studying a range of sources, and organising, analysing and communicating opinions, using appropriate historical vocabulary are taught. The PSB syllabus covers the era of the Tudors: 1485-1603 and the Stuarts 1603-1714.

History Trips

The History curriculum is enhanced through a variety of visits, including a trip to Hampton Court Palace.

Assessment

Pupils will be assessed each half term. They will complete a mid-unit assessment (40%) and an end of unit assessment (worth 60%) every term. These assessments will take the structure of group work exercises, extended writing tasks, exam questions, debating tasks, group and individual presentations and creative thinking exercises.

	The Tudors	Assessment Method	Percentage
Unit 1	Henry VII	Group presentation	40% (mid unit)
Unit 1	Henry VIII	Essay	60 % (end of unit)
Unit 2	Edward VI/Mary I	Creative display project	40% (mid unit)
Unit 2	Reformation	Viva, 1:1 teacher interview	60 % (end of unit)
Unit 3	Elizabeth I: Armada	Document analysis	40% (mid unit)
Unit 3	The Tudors	Presentation (TED talk)	60 % (end of unit)

	The Stuarts	Assessment Method	Percentage
Unit 1	James I	Display	40% (mid unit)
Unit 1	Causes of the Civil War	Viva / 1-to-1 Interview	60 % (end of unit)
Unit 2	Civil war: Events and consequences	Market Stall Group Presentation	40% (mid unit)
Unit 2	Oliver Cromwell	Extended essay	60 % (end of unit)
Unit 3	Humanities Project	Project write up or Presentation	
Unit 3	Humanities Project	Project write up or Presentation	100%

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Pupils retain the % score for their best 3 terms of assessment
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This gives a score out of 300, to be divided by 3 for the final %

"Ideas shape the course of history." **John Maynard Keynes**

PSB Maths

"The world of mathematics opens up a world that you never imagined when you take advantage of the possibilities it opens to you, whether it be seeing the beauty in things or opening up more lifelong opportunities" **Unknown**

Maths Themes

Maths has many different strands and we aim to cover all of them throughout the PSB at SHS. The children will further develop their understanding of number and calculations as well as fractions, decimals, percentages, algebra, geometry, measure and statistics. We aim to explore different elements of mathematics through problem solving and investigations. We want the children to lead the learning and make academic discoveries of their own. We will therefore, study each strand of Maths in depth over a longer period of time to allow pupils to have a deeper understanding of mathematical concepts.

Maths Skills

The children should develop the skills of problem solving, fluency and reasoning throughout their PSB course. We encourage all pupils to show workings and explain their understanding through verbal and written explanation. The aim is that all children will be resilient when facing challenges and will be able to approach abstract problems with determination.

Assessment

11s		Weighting
Module 1	Functional Skills project - number, FDP and calculations	5%
Module 2	Reflection blog- algebra	5%
Module 3	Sphero project- geometry and measure	5%
Module 4	Written assessment- probability and geometry	5%
Module 5	Written assessment- 'End of Year'	10%
Module 6	Investigation project- statistics	5%

TY		Weighting
Module 1	Reflection blog- number, FDP and calculations	10%
Module 2	Problem solving project- algebra	10%
Module 3	Functional skills project- geometry and measure	10%
Module 4	Investigation project- probability	10%
Module 5	Written assessment- 'End of Year'	15%
Module 6	Investigation project- combined elements of maths	10%

Assessment will continue to happen in lessons through self and peer assessment as well as teacher assessment. This is taken into consideration throughout the PSB course.

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Websites

The following websites provide some additional resources that can help your child at home:

<http://mathswatch.co.uk/>

<https://play.ttrockstars.com/auth>

<https://app.eedi.co.uk>

<https://www.ukmt.org.uk/>

<https://www.bbc.co.uk/bitesize/subjects/z38pycw>

"Mathematics is not a careful march down a well-cleared highway, but a journey into a strange wilderness, where the explorers often get lost." **W.S. Anglin**

PSB Music

"Music enhances the education of our children by helping them to make connections and broadening the depth with which they think and feel. If we are to hope for a society of culturally literate people, music must be a vital part of our children's education." **Yo-Yo Ma**

Music Themes

Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon. At Swanbourne House the music curriculum aims to engender a lifelong love and appreciation of music, at a time when music education across the country is under threat within our education system. Whether through listening, composing or performing, children at Swanbourne are invited to explore the world of music, developing a theoretical understanding of the elements of music through practical means. We believe that the focus should be practical-based as much as possible and opportunities exist for all pupils, whether or not they learn their own instrument.

Musical Skills

There is plenty of musical opportunity at Swanbourne House. Through learning an instrument with one of our team of 12 visiting music staff, taking part in an instrumental or vocal ensemble, or performing in one of the many solo or ensemble performance opportunities throughout the year in and out of school (including the bi-annual European Senior Choir tour), children's independence, confidence, teamwork and self-reliance is developed in a friendly and encouraging environment. Within the classroom, children are taught the elements of music from the early years, culminating in skills in the 11s and TY which define the PSB curriculum.

Assessment

11s	Topic	Assessment	Style of Assessment	Weighting
Module 1a	Introduction to Harmony	Compose / Perform a chord sequence	Composing / Performing	5% / 5%
Module 1b	Using Chords in Songs	Listening Test: Chords in Songs Through Time	Listening	5%
Module 2a	Recurring Structures in Music	Group performances of <i>Carillon</i>	Listening / Performing - Teamwork	10%
2b		Structured Composition in Rondo form using <i>GarageBand</i>	Composing - Independence	5%

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Module 3a	Compound Time	Group performances of <i>The Dargason</i> and <i>Suffolk Morris</i>	Performing - Teamwork	5% / 5%
Module 3b	Folk Music	Listening test: Suffolk Morris	Listening	5%
TY	Topic	Assessment	Style of Assessment	Weighting
Module 1	Irregular Time Signatures	Group performance of <i>Tubular Bells</i> and <i>Pentaseven</i>	Listening / Performing	5% / 5%
Module 2a	Ground Bass	Group performance of <i>Pachelbel's Canon</i> and <i>Time Lapse</i>	Performing	5% / 5%
		Listening test: Ground Bass Through Time	Listening	5%
Module 2b		Compose and perform own Ground Bass piece	Composing / Performing	10%
Module 3	Introduction to writing music for the screen	Cartoon Composition	Composing / Performing	10%

Every lesson will begin with a piece of listening to a new piece of music, which aims to widen children's exposure to music. Pupils will keep a listening diary that will be assessed at the end of each year (10%).

"If you cannot teach me to fly, teach me to sing." **J.M. Barrie**

PSB Physical Education

“Our purpose is to promote and maintain high standards and safe practice in all aspects and at all levels of physical education, school sport and physical activity influencing developments at national and local levels that will impact on pupils’ physical health and emotional well-being.”

Association for Physical Education

PE Themes

Our Physical Education programme allows progressive learning through a diverse range of sports and activities. We enrich pupils by ensuring pupils engage in fulfilling yet challenging PE lessons, benefiting from our wide range of specialist sports facilities. Our PE teachers and sports coaches bring expertise and exciting experiences for your children, energizing an already active and unique subject.

Our lessons cater for all abilities, where skills and understandings beyond physical activity, are developed. The importance of emotional well-being is deep rooted in our learnings, and we empower our pupils to reach their potential.

Our key curriculum themes are:

- Leadership and communication
- Understanding rules, tactics and strategy
- Analysis of sport and sports performance

PE Skills

Swanbourne House pupils benefit from learning PE in a number of environments, including the sports hall, swimming pool, grass pitches, golf course and on Astro pitches. Our comprehensive games timetable also allows pupils to further their sports specific skills outside of the PE lessons.

Over the next two academic years, the following Sports trips will take place:

- Annual U11 Rugby and Hockey Devon Tour 2019
- The Queen Elizabeth Olympic Stadium, London
- Multiple matches and festivals in a variety of sports

Ethos

We believe in a proactive, positive, energetic approach to teaching. Effective professional relationships between the staff, children and parents are crucial to providing a stimulating learning environment that celebrates the achievements of every individual and enables them to reach their full potential in all aspects of their development.

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Ethos for Competitive Matches

Do not win at all costs. If you are more skilful than your opponents; you should win.

If you are fitter than your opponents, you should win. If you have more belief in your ability than your opponents, you should win. If you have all three you really should win!

If you do not win we congratulate the other team, be gracious in defeat, we go away, reflect, improve and come back stronger and hungrier.

Winning and losing are life skills and how you deal with both are equally as important. If we win every game easily or lose every game heavily, we will be equally as disappointed that we have not selected opposition to give your children both of those experiences.

Assessment

Pupils will be assessed throughout the year. These scores will be weighted depending how much time is spent on each. Their scores will be averaged at the end of each year to gain a final grade. The major sports for Girls are hockey, netball and cricket. The major sports for boys are rugby, football, hockey and cricket.

PE also includes the following sports; athletics, swimming, golf, gymnastics, basketball, volleyball, tennis and badminton which will also be graded and given an average score over the year.

Included in the assessment will be attributes such as ability in the sport, ability to contribute to team play if applicable, fitness, attitude towards learning, leadership qualities.

	Boys	Girls
Module 1 (Term 1)	Rugby (20%)	Hockey (20%)
Module 2 (Term 2)	Football (10%) & Hockey (10%)	Netball (20%)
Module 3 (Term 3)	Cricket (20%)	Cricket (20%)
Module 4 (PE during the Academic Year)	PE (40%)	PE (40%)

"You miss 100% of the shots you don't take." **Wayne Gretzky**

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PSB Religion and Ethics

"Is not religion all deeds and all reflection and that which is neither deed nor reflection, but a wonder and a surprise ever springing in the soul, even while the hands hew the stone or tend the loom? Who can separate his faith from his actions?"

Kahil Gibran

Religion and Ethics Themes

Is capital punishment right or wrong? Does God exist? If God exists, why is there so much suffering in the world? What is the definition of evil? Is there life after death?

These are some of the key questions, which will be covered in Religion and Ethics at SHS. We will support the development of the pupil's own values combining confidence and a strong sense of self-awareness with concern and respect for others. Pupils will be encouraged to demonstrate key skills of leadership, thinking, learning, collaboration, communication, reviewing and improving.

We aim that each year group will visit a place of religious significance. Some of our highlights include:

- 10s - Cambridge Eco Mosque
- 11s - Kings College Cambridge

Assessment

11s	Ethics	Assessment Method	Percentage
Module 1	Introduction to Ethics	Display	40% of Term 1
Module 2	Religious Ethics	Viva / 1-to-1 Interview	60 % of Term 1
Module 3	Ethical Theory I	Market Stall Group Presentation	40% of Term 2
Module 4	Ethical Theory II	Extended essay	60 % of Term 2
Module 5	Practical Ethics I	Debate (in small groups)	40% of Term 3
Module 6	Practical Ethics II	Presentation (TED talk)	60 % of Term 3

TY	Philosophy of Religion	Assessment Method	Percentage
Module 1	Intro to Philosophy of Religion	Display	40% of Term 1
Module 2	Arguments for God's existence	Viva / 1-to-1 Interview	60 % of Term 1
Module 3	Problem of Evil	Market Stall Group Presentation	40% of Term 2
Module 4	Miracles	Extended essay	60 % of Term 2

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Module 5	Prayer	Debate (in small groups)	40% of Term 3
Module 6	Life After Death	Presentation (TED talk)	60 % of Term 3

Pupils retain the % score for their best 3 terms of assessment
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This gives a score out of 300, to be divided by 3 for the final %

*"Integrity without knowledge is weak and useless, and knowledge without integrity is dangerous and dreadful." **Samuel Johnson***

PSB Science

"Equipped with his five senses, man explores the universe around him and calls the adventure Science."

Edwin Hubble

Themes and Skills

PSB Science aims to allow pupils to be creative and dynamic in their learning. The syllabus aims to explore all the fundamental aspects of Science whilst at the same time incorporating some of the key challenges that face scientists in the 21st Century. Pupils will be challenged with solving the plastic problem, eradicating world hunger, fighting disease epidemics and the future of artificial intelligence. Through stimulating practical work and group presentation tasks, pupils will develop skills that will last a lifetime. These include cooperation within experiments, collaboration within group research tasks, independent learning, and leadership shown within group discussions and practical work.

In order to obtain and develop these skills, pupils will undertake the following curriculum broken down into the three major disciplines within Science; Biology, Chemistry and Physics.

Biology

- Cells and bodily processes
- Ecology, variation and inheritance
- Genetics
- Bioenergetics

Chemistry

- The atomic model
- Elements, compounds and properties of materials
- Pure and impure substances
- Chemical reactions

Physics

- Electricity
- Properties of waves
- Forces
- Earth and Space
- Energy

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Assessment

Form of Assessment	Weighting
Written examinations: <ul style="list-style-type: none">• January and June of 11s• January and June of Top Year	60%
Practical Work	20%
Research and Presentation Skills	20%

The method of assessment outlined above aims to stretch and challenge pupils both on their retention and application of knowledge, practical skills (both individually and as a group), and their ability to work in a team.

Enrichment within Science

To go alongside challenging classwork, pupils will also have the opportunity to attend trips within the Science department these are currently being reviewed, with the aim to increase the number of Science-related excursions from 2020 onwards.

Currently, these include:

- 10s trip to National Space Centre, Leicester.
- 10s trip to Anglian Water, Linslade.
- Top Year Geography and Science trip to Leeson House, Dorset.

"The science of today is the technology of tomorrow." **Edward Teller**