



7 年級和 8 年級課程晚會

2024 年 9 月 23 日

PSB

目的



為了了解：

- 我們的理念和高中課程
- 評估和報告框架
- 數學和英語
- PSPO - 擴充項目
- 高中獎學金

準備 未來



我們需要確保我們的課程適合未來，廣泛而豐富，並確保我們的年輕人做好適當的準備。



知識與技能



我們有責任確保我們的年輕人擁有 **知識，技能** 和 **資質** 未來蓬勃發展——成為適應力強、有韌性、樂觀和自信的人。

在工作中取得成功所需的最重要技能

- 易學性
- 情緒智商
- 彈性
- 敏捷
- 合作
- 溝通
- 科技與數位素養
- 創造力
- 解決問題
- 領導
- 談判與衝突管理

Forbes



一个重视全人的课程，培养灵活、相关且可转移的知识和技能。

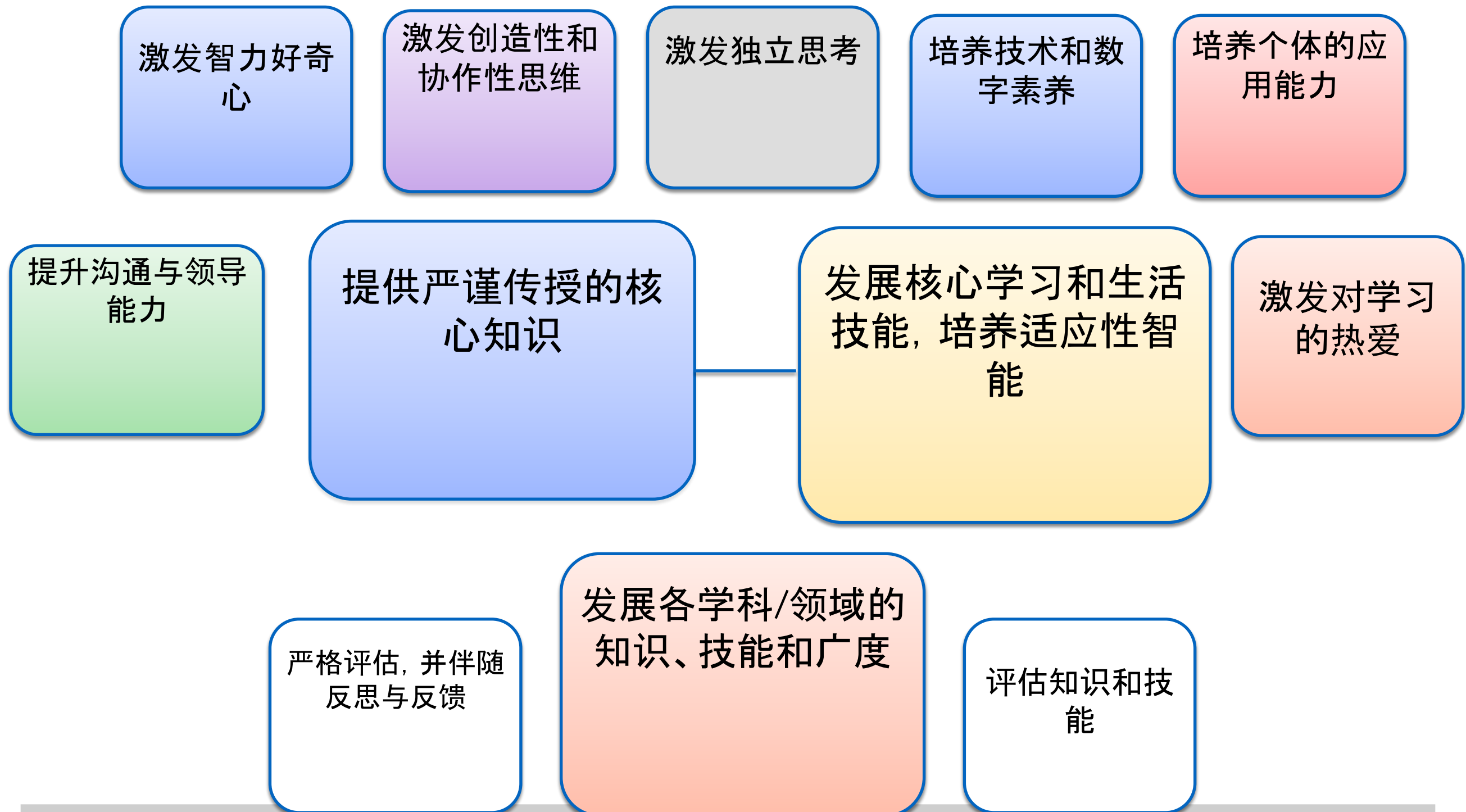
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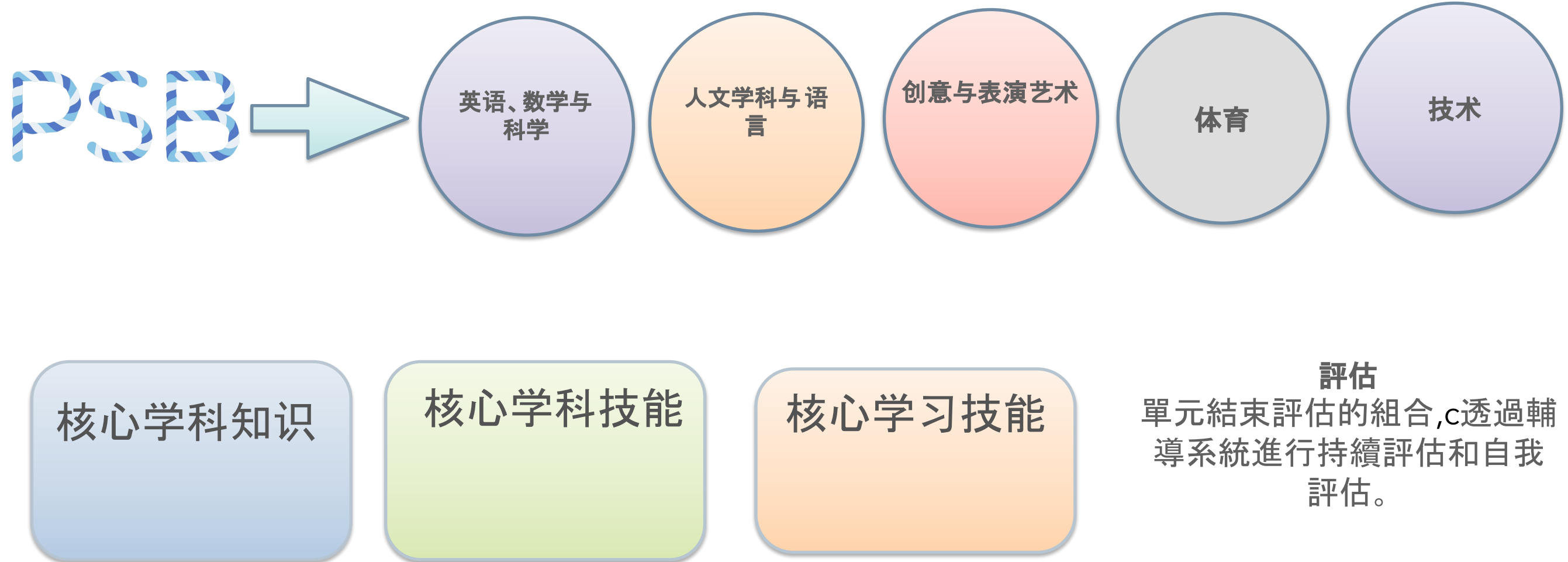
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我們的願景是課程將...



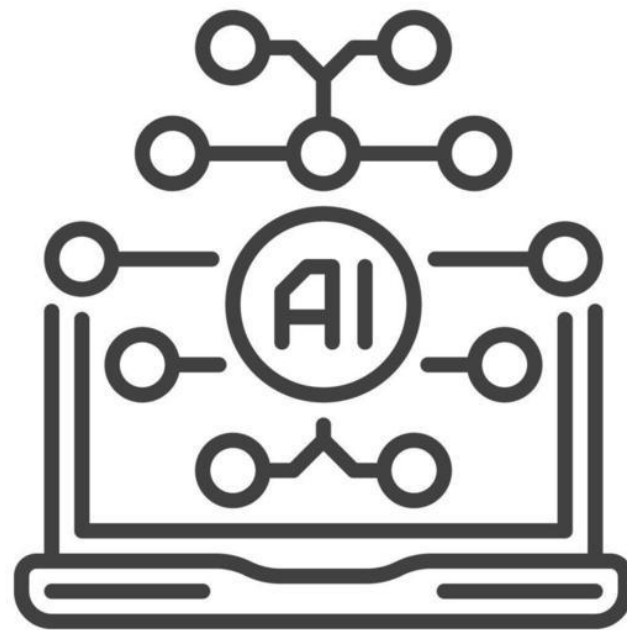
高中課程

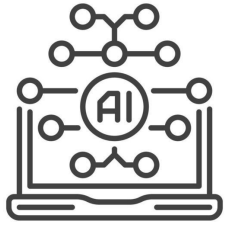
知識+技能+應用學習



高中課程

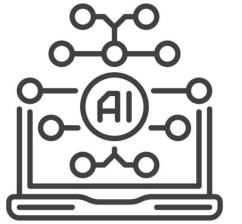
知識+技能+應用學習





人工智慧正在改變...

- 學校教學方式、學生學習方式、未來所需的技能
- 孩子們將在人工智慧的陪伴下成長，就像離開學校或大學畢業的年輕人伴隨著智慧型手機一樣。
- 孩子們需要了解人工智慧是什麼、它是如何運作的以及如何以強烈的道德目的負責任地使用它。

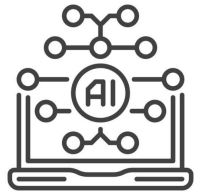


人工智慧策略 - 3 個核心要素...

i) 人工智慧素養

ii) 引進HI&AI課程

iii) 試用和評估人工智慧工具—生成式人工智慧

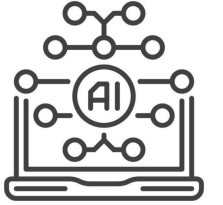


人工智慧素養 - 員工、學生和家長

- 什麼是人工智慧？基本了解
- 人工智慧有什麼好處？
- 有哪些風險和道德考量？
- 我們如何安全有效地互動？

我們 **不** 需要成為專家。

我們一起學習，累積經驗 能力 & 限制 人工智慧工具

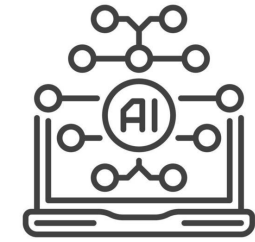


這將...

- 引發道德考量和辯論
- 促進明智的決策
- 使學生能夠正確使用人工智慧
- 讓學生有能力回應 未來的發展



人工智慧課程



對於理解我們如何思考、推理、學習和解決問題至關重要

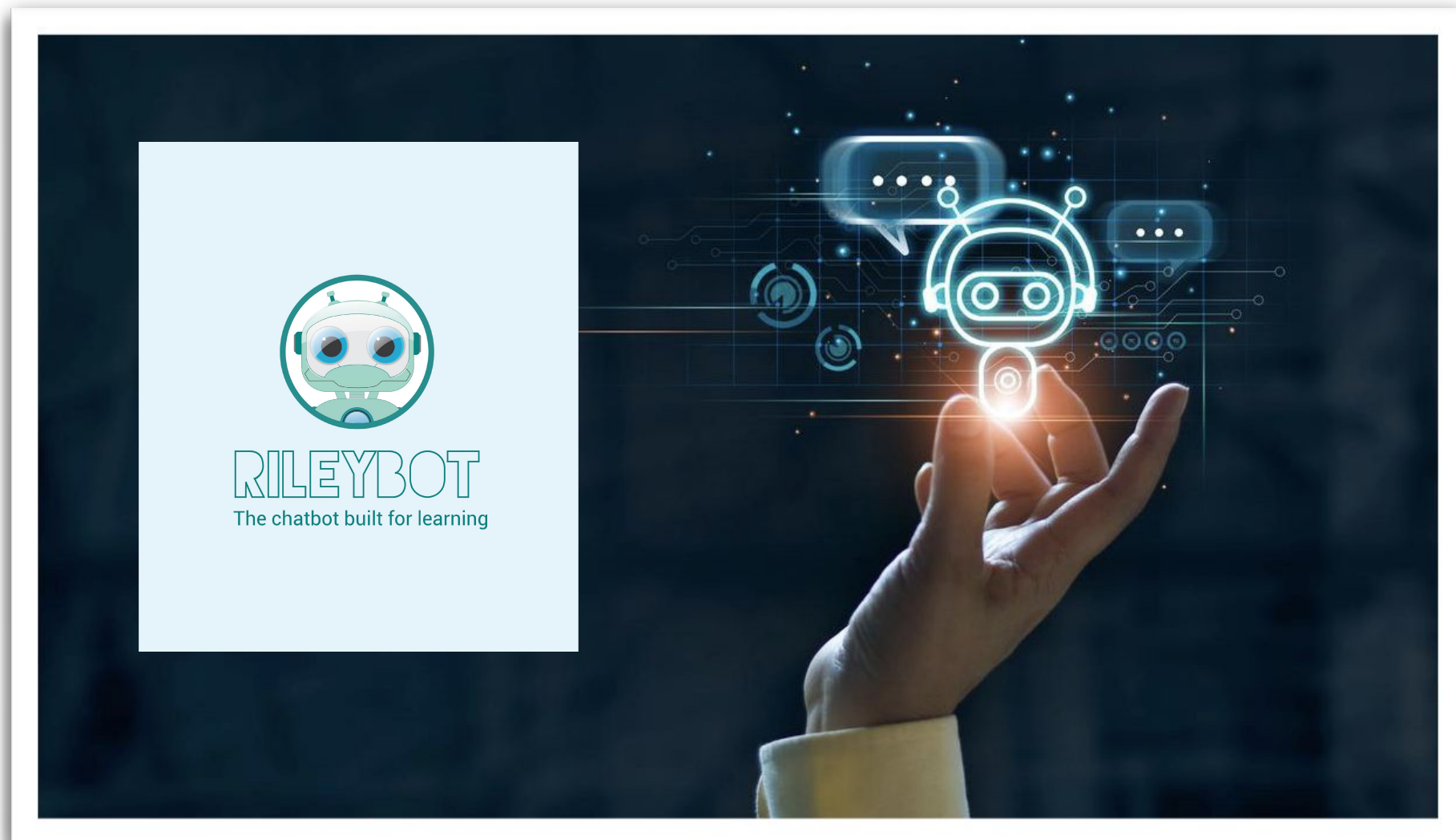
提高學習成果、心理健康和個人發展。

透過將 HI 與人工智慧進行比較，學生可以欣賞人類創造力、情緒智商和道德推理的獨特優勢，同時探索人工智慧如何增強人類能力。

狹義人工智慧－旨在執行特定任務



在第 8 年嘗試生成式人工智慧 - 創建新內容



RileyBot - Y8 - 由人工智慧驅動的教育助理聊天機器人，旨在透過促進探究和適應不同年齡層的需求來改善學習。

教育中的關鍵問題



人工智慧工具的影響
學生進步和個人發展？











































什麼是 PSB ？

PSB

PSB

會員學校

| | | | | |
|---|---|---|--|---|
|  |  |  |  |  |
| Kitebrook | Langley | Marlborough House | Monkton Prep | New College School |
|  |  |  |  |  |
| The Paragon | Parkside | Pennthorpe | The Prebendal Sch... | Prince's Mead |
|  |  |  |  |  |
| Ryde School | Sheffield Girls' | St Columba's | St Francis School | St George's School |

| | | | | |
|---|---|---|---|---|
|  |  |  |  |  |
| Aldro School | Amesbury School | Arnold House | Ashford School | Banstead |
|  |  |  |  |  |
| The Beacon | Bishopsgate School | Brize Norton | Castle Court | Davenies |
|  |  |  |  |  |
| Dean Close, St Joh... | Downe House | Edgeborough | Feltonfleet | Forres Sandle Manor |
|  |  |  |  |  |
| St Neot's | Strathallan | Somerhill | Swanbourne | Twyford School |
|  |  |  |  |  |
| Walhampton | West Hill Park | Westbrook Hay | Yarrells | Yateley Manor |

PSB 不是...



教學大綱或課程表

與國際文憑 (IB) 相關，但同樣著重應用知識與技能

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公安局

預高級學士學位



以六項核心技能為核心的教學方法：

- 思考與學習
- 審查與改進
- 溝通
- 獨立
- 合作
- 領導

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這不僅是技能的問題

- 知識內容很重要=思考與學習
- 重新調整我們對教學的看法，使技能對學生可見，並使技能處於規劃和評估的最前沿
- 輔導系統為學生提供了更多時間學習核心技能、反思並允許設定有意義的目標
- 跨課程工作的機會

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CORE LEARNING SKILLS

這些是如何評估的？

學習技能網格顯示了應用於學習領域的核心技能。

網格是由學科帶頭人針對學科領域量身定制的。

八年級學生應該了解每個學科領域的技能以及如何努力發展這些技能。

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獨立

合作

領導

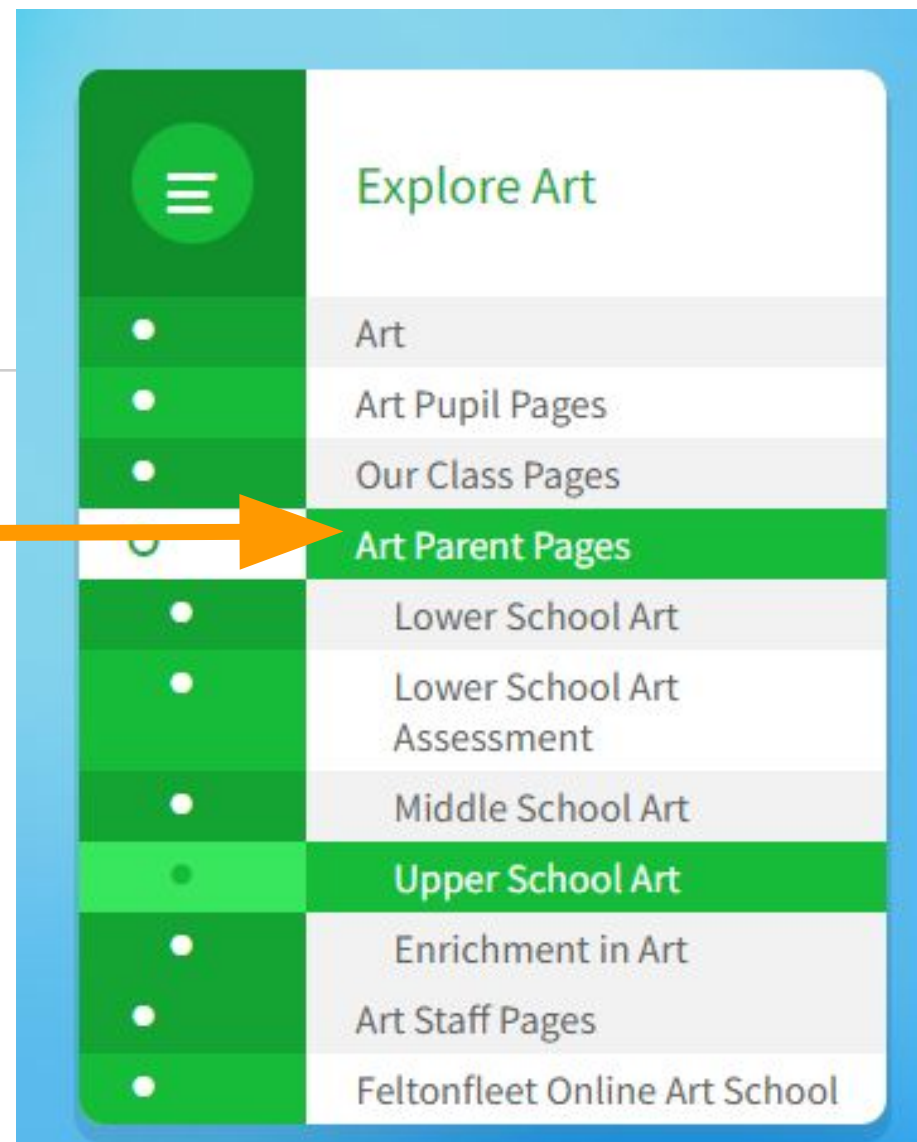
| Thinking & Learning | | Reviewing & Improving | Communicating |
|---------------------|--|---|--|
| 獨立 | ITL I ask relevant and open-ended questions and research independently. I come up with creative ideas to complete a task or solve a problem. I make connections between different areas of my learning. I am a self-motivated learner and strive for excellence even when the going gets tough. | IRI I identify ways in which I can improve as a learner and can use success criteria or scales to assess my work. I respond positively to constructive criticism and advice. I manage my time effectively to achieve an objective. I am proactive in asking for help when I need it. | IC I express myself clearly and effectively VERBALLY. I express myself clearly and effectively IN WRITING. I express myself clearly and effectively USING ICT. I choose the most appropriate medium to present my work to suit a particular audience or need. |
| | CTL I take an active part in discussion and share my views. I work productively in a group and remain committed even if I don't agree with the consensus. I recognise a problem as a challenge and can offer a potential solution. | CRI After discussion, I review progress and plan ways to improve. I can take responsibility for my role and do my best for the team. I stay committed to the group even when the situation changes. | CC I take part in group discussion, listening respectfully and responding sensitively. I build on the contributions of others in discussion and help move the task forward. I help my peers to find common ground and bring others into the conversation. |
| | LTL I set an example to others through my approach to thinking and learning. I take the initiative by identifying potential issues and take the necessary action to solve it. | LRI I identify ways in which my team can work more productively. I can review my own and other people's strengths and weaknesses and lead the group towards a solution. | LC Through clear instructions, I organise and delegate effectively and with empathy. I persuade and inspire others through my actions and words. |

| 核心技能 | 評估類型 |
|---|--|
| <ul style="list-style-type: none"> ● 思考與學習 | |
| <ul style="list-style-type: none"> ● ● 獨立 ● 合作 ● 領導 | <ul style="list-style-type: none"> 向班級/觀眾表演 實體示範 解決實際問題 最終完成的項目 短期項目評估(包括數位媒體的使用) 口頭陳述 詞彙/文法/理解測試 主題測試結束 |

| 核心技能 | 評估類型 |
|--|--|
| <ul style="list-style-type: none">● 審查與改進 | <ul style="list-style-type: none">● |
| <ul style="list-style-type: none">● 獨立● 合作● 領導 | <ul style="list-style-type: none">● 如何單獨檢視和改進課堂作業和準備（例如學生如何回應老師的改進意見）● 學生協作審查和改進工作的情況如何——同儕評估/小組/團隊合作● 簡短的項目評估（包括數位媒體的使用）● 自我評估 |

| 核心技能 | 評估類型 |
|--|--|
| <ul style="list-style-type: none"> ● 溝通 | <ul style="list-style-type: none"> ● |
| <ul style="list-style-type: none"> ● 獨立 ● 合作 ● 領導 | <ul style="list-style-type: none"> ● 對課堂討論貢獻的品質 ● 解釋的準確性，使用特定主題的詞彙 ● 書面/口頭/實踐/數字工作的品質： ● 上課和準備 ● 主題評估結束 ● 短期項目評估 ● 自我評估 |

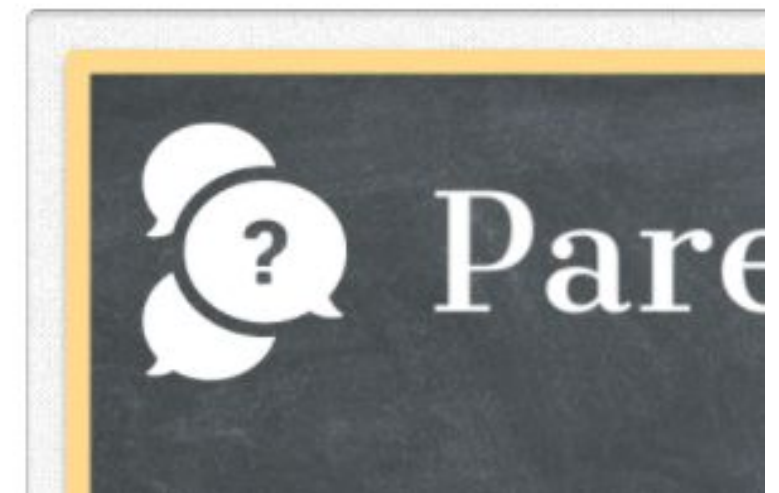
Look at the
Subject Parent
pages



Art > Art Parent Pages

Art Parent Pages

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Curriculum Guides

Assessment under the PSB model



PSB 等級和標準



對學生的知識應用、學科技能和核心學習技能進行評估。

| | |
|-----|---|
| 新興 | 表明正在取得令人鼓舞的進展，並且透過持續的關注和應用，安全的知識、理解和技能將及時掌握。 |
| 預期的 | 代表了在 9 年級升讀 GCSE 及以後的學習過程中打下的非常堅實的知識、理解和技能基礎。 |
| 超越 | 代表了每個科目的知識、理解和技能的較高水平，超越了 8 年級學生的正常期望。 |
| 卓越的 | 代表了卓越的成就水平，考慮到思考、學習、複習、改進和溝通，與獎學金水平的成就相當。 |

教程系統

- 培養學生對核心技能的理解
- 允許學生與導師進行一對一的交流，回顧進度，闡明學習內容並設定目標
- 納入評估和報告
- 養成透過活動（包括線上學習部落格）反思、回顧和改進工作的習慣



數學課程

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我們的目標



確保所有學習者對數學有一定的理解，並成為：

- 自信的
- 獨立的
- 有創造力的
- 準備好了

我們的教學方法源自於透過具體、圖畫和抽象方法從基本原理進行教學的願望。

7年級概述



Year 7 Curriculum Overview

| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Weeks 8 & 9 | Week 10 | Week 11 | Week 12 | Week 13 | Week 14 | Week 15 |
|--------|---|---|--------------------|--------------------|--------------------------------------|--------------------------|--------------------------|-------------|--|-----------|-----------------|--------------------------|--------------------------|--------------------------|
| Autumn | Operations and Equations with Directed Number | Operations and Equations with Directed Number | Algebraic Notation | Algebraic Notation | Directed Number & Algebraic Notation | Equality and Equivalence | Equality and Equivalence | HALF TERM | Equality and Equivalence & Directed Number | Sequences | Sequences | Place Value and Ordering | Place Value and Ordering | Place Value and Ordering |
| | | | | | Mini Assessment | | | | Mini Assessment | | Mini Assessment | AUTUMN TERM ASSESSMENT | | Mini Assessment |

| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 |
|--------|-------------------------------------|-------------------------------------|-------------------------------------|--|--|-----------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|
| Spring | Fraction, decimal and % equivalence | Fraction, decimal and % equivalence | Fraction, decimal and % equivalence | Addition and Subtraction Problem Solving | Addition and Subtraction Problem Solving | HALF TERM | Multiplication and Division | Multiplication and Division | Multiplication and Division | Multiplication and Division | Multiplication and Division |
| | | | Mini Assessment | | | | | | | | Mini Assessment |

| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 | Week 12 |
|--------|--------------------------------------|--------------------------------------|--------------------------------------|---------------------------------------|---------------------------------------|--------------------|-----------|--------------|-------------|--------------------|-----------------------|-----------------------|
| Summer | Fractions and Percentages of Amounts | Fractions and Percentages of Amounts | Fractions and Percentages of Amounts | Addition and Subtraction of Fractions | Addition and Subtraction of Fractions | Sets & Probability | HALF TERM | SUMMER EXAMS | RESIDENTIAL | Sets & Probability | Prime Numbers & Proof | Prime Numbers & Proof |
| | | | Mini Assessment | | Mini Assessment | | | | | Mini Assessment | | Mini Assessment |

8年級概述

Year 8 Curriculum Overview



| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Weeks 8 & 9 | Week 10 | Week 11 | Week 12 | Week 13 | Week 14 | Week 15 |
|--------|--------------|---------------|-----------------|-----------------------|-----------------------|-----------------------|------------------------------------|-------------|------------------------------------|------------------------------------|------------------------------------|--------------------------------|--------------------------------|--------------------------------|
| Autumn | Intro lesson | Ratio & Scale | Ratio & Scale | Multiplicative Change | Multiplicative Change | Multiplicative Change | Multiplying and Dividing Fractions | HALF TERM | Multiplying and Dividing Fractions | Multiplying and Dividing Fractions | Multiplying and Dividing Fractions | Working in the Cartesian Plane | Working in the Cartesian Plane | Working in the Cartesian Plane |
| | | | Mini Assessment | | | Mini Assessment | | | | | Mini Assessment | AUTUMN ASSESSMENT | | Mini Assessment |

| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 |
|--------|-------------------|-------------------|-------------------|------------------------|--------------------------------------|-----------|--------------------------------------|--------------------------------------|--------------------------------------|--------------------------------------|--------------------------------------|
| Spring | Representing Data | Representing Data | Representing Data | Tables and Probability | Brackets, equations and inequalities | HALF TERM | Brackets, equations and inequalities | Brackets, equations and inequalities | Brackets, equations and inequalities | Brackets, equations and inequalities | Brackets, equations and inequalities |
| | | | Mini Assessment | Mini Assessment | | | | | SPRING ASSESSMENT | | Mini Assessment |

| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 | Week 12 |
|--------|-----------|-----------------|-----------------|---------------------------|---------------------------|---------------------|-----------|-----------|------------------|---------------------------------------|---------------------------------------|------------|
| Summer | Sequences | Sequences | Indices | Fractions and Percentages | Fractions and Percentages | Standard Index Form | HALF TERM | EXAM WEEK | RESIDENTIAL WEEK | Angles in parallel lines and polygons | Angles in parallel lines and polygons | Statistics |
| | | Mini Assessment | Mini Assessment | | | | | | | | | |

評估

請參閱 Firefly 頁面 [知識組織者](#), [修訂清單](#)和[評估目標](#)



Year 7 & 8 Autumn
Objectives



Year 7 & 8 Spring
Objectives



Year 7 & 8 Summer
Objectives



Year 7 Revision topics **CORE**



Year 8 Revision topics **CORE**



Year 7 Revision Topics **HIGHER**



Year 8 Revision Topics **HIGHER**

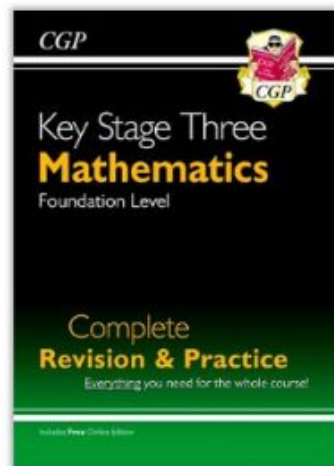
評估



- 7 年級和 8 年級學生在 每個工作單元結束。
- 所有人都會在 CORE(計算機)試卷上 每學期結束。
 - 此外，對於某些學生來說，可以選擇坐在其中之一(非計算器)：
 - 基礎論文
 - 高等論文

第 8 年級末的整體數學成績將是第 7 年級和 8 篇學期末 CORE 試卷(總共 6 篇)的平均值，並根據第 8 年級的評估進行加權

資源

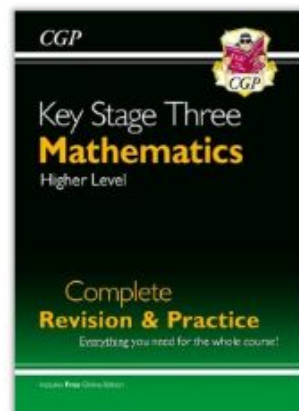


KS3 Maths Complete Revision & Practice - Foundation (with Online Edition)

Product code: MF531
ISBN: 9781789082449

★★★★★ (11)

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KS3 Maths Complete Revision & Practice - Higher (with Online Edition)

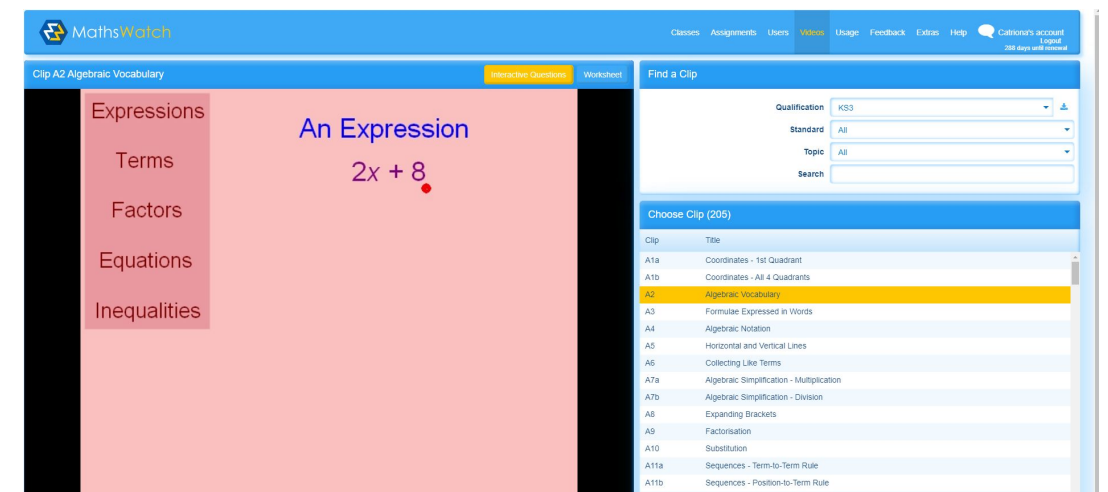
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★★★★★ (65)


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Upper School Mathematics




Curriculum Guides



Year 7 Mathematics



Year 8 Mathematics


Upper School Assessment


Upper School Mathematics Assessment

Other Information


Online Support


Prep


Year 7 Revision List



英語課程

PSB



我們的目標

**繼續培養愛心 學術嚴謹、無所畏懼和雄心壯志，同時
培養對閱讀的熱愛**

**培養適應性強、善於表達、有目的的溝通者，讓孩子能
自信、清晰地表達自己。**

課程



文學探索

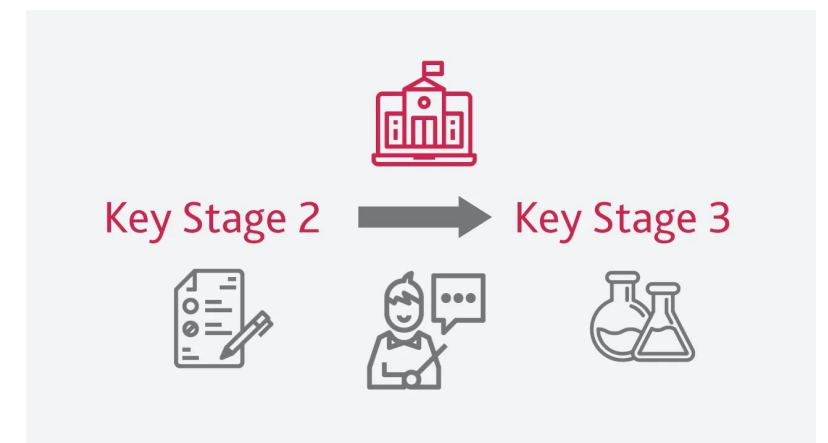
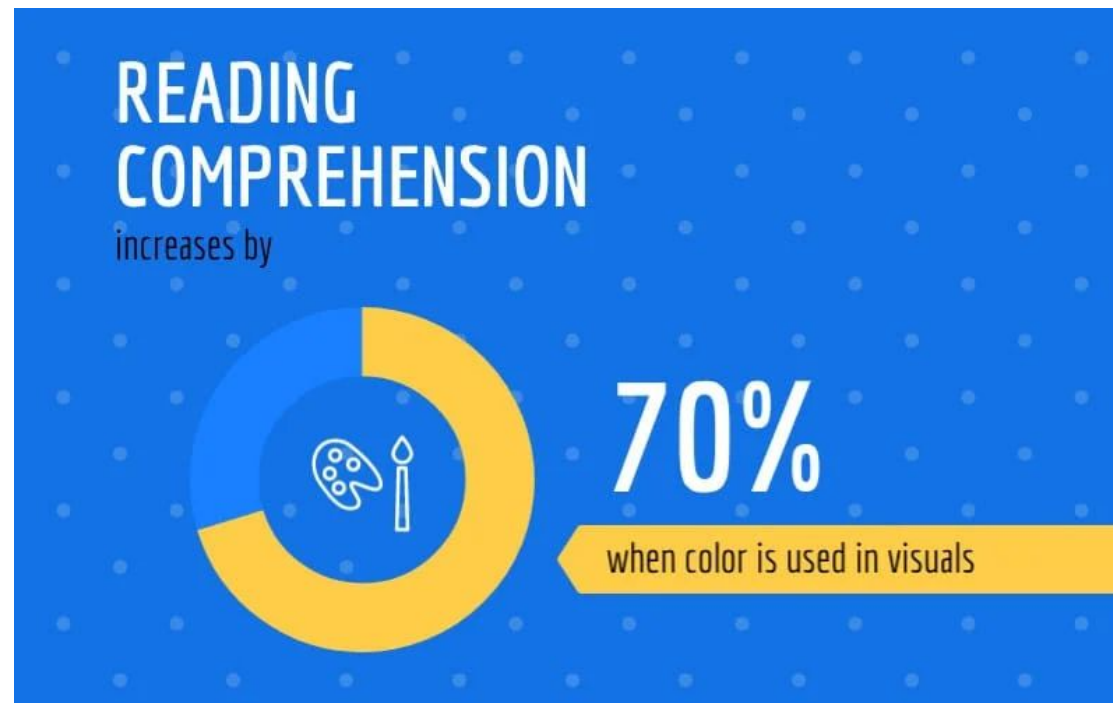
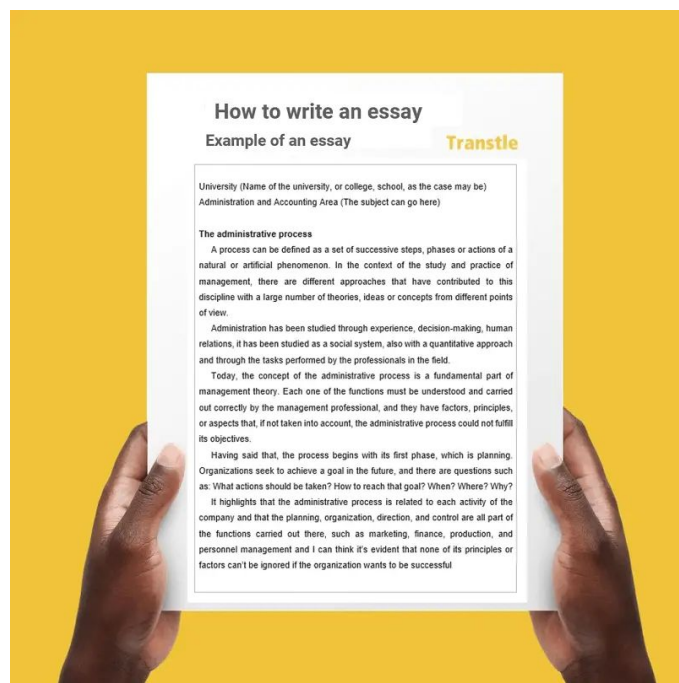


- 探索身份、社會結構、道德兩難、言語力量等主題
- 培養同理心、解決問題的能力和批判性思維
- 在適合年齡和培養的環境中學習

課程與評估



創意表達和溝通掌握



課程與評估

輪到你了...

I am not okay today.
So, in the absence of okay,
what else can I be?

I can be gentle.
I can be unashamed.
I can turn my pain into connection.
I can be a student of stillness.
I can be awake to nature.
I can sharpen my empathy
against the stone of my
discomfort.

I am not okay today,
but I am many worthy
things.





輪到你了.....如果這是答案,
問題是什麼?

**關於兄弟 佛r PL放心 是嗎? 和 和英語 與
一個格斯特 在老師 的一個 ch伊爾德的 原
來是法律 是訪問 - 為了關於 th一個 th黃
銅 但米莉 那裡情況, th黃銅 出色地租金'
編輯教育性的 不是背景 這r th黃銅 在來。**

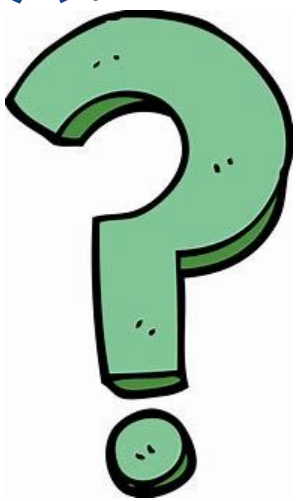
延伸: 思考 - 配對 - 分享 你小時候/青少年時期最喜歡的書是什麼?

為什麼英文比數學好？

每天10-20分鐘：

- 1) 根據統計，孩子平均要多上學 2-3 年
- 2) 從統計上提高您孩子在標準化測驗中的成績
- 3) 提高孩子的自尊心
- 4) 僅 6 分鐘後即可降低孩子的心率
- 5) 將您孩子的壓力水平降低高達 60%
- 6) 培養同理心並加強關係
- 7) 讓您的孩子擁有更廣泛的詞彙量來表達自己並接觸更多課程領域
- 8) 促進創造力、想像和解決問題的能力

最好的消息是...福利沒有年齡限制。



RED BLUE WHITE
YELLOW BLUE GREEN
RED PURPLE BLACK
BLUE ORANGE RED
PURPLE RED BROWN
BLUE YELLOW GREEN

RED BLUE WHITE
YELLOW BLUE GREEN
RED PURPLE BLACK
BLUE ORANGE RED
PURPLE RED BROWN
BLUE YELLOW GREEN

第一個說「我喜歡閱讀」的人將獲得獎品

讓孩子無極限、有勇氣、有幽默、有人性地成長。

保持好奇心並樂於接受新機會。

為了確保費爾頓弗利特的學生 “為未來做好準備”，同時也允許他們仍然是孩子。

螢火蟲家長頁面

★ Writing Portfolio

The Writing Portfolio they work towards will both showcase and empower their potential as writers and readers.

| Term | Assessment |
|-----------------|---|
| Winter (Year 7) | Analytical Essay (The Boy in The Striped Pyjamas) |
| Spring (Year 7) | Discursive & Persuasive Writing |
| Summer (Year 7) | Unseen Poetry & Prose |
| Winter (Year 8) | Analytical Essay (Noughts & Crosses) |
| Spring (Year 8) | Descriptive & Creative Writing |
| Summer (Year 8) | Unseen Poetry & Prose |

📦 The pupils are assessed on the following:

Analytical essay on book studied (to be written prior to the end of Winter term)

| |
|---|
| Knowledge and understanding of the text |
| Writing consistently relevant to the task |
| Ability to close reference the text to communicate depth of ideas |
| Detailed and well-structured |
| Clear, continuous argument developed across the essay |
| Spelling, Punctuation and Grammar |
| A wide range of appropriate and ambitious vocabulary |



Edit Page

PSPQ - 高級專案資格預審



第 8 年進行的 PSB 基本要求。

培養以下技能：

獨立和反思性學習、創造性思考、自我管理、結構化寫作、自信的溝通和技術的使用。

- 高中對這個部分有興趣。
- EPQ 連結





PSPQ - 高級專案資格預審

確定具有專案成果的問題

制定一個計劃，說明他們將如何實現預期成果

使用適當的技術進行研究

展現完成專案的能力

分享專案的成果，包括與他人回顧自己的學習和表現



PSPQ - 高級專案資格預審



- 發生在學校
- 1,000 到 2,500 字之間。
- 期望保留包含從開始到結束的想法和決策記錄的流程日誌，並對流程進行審查和反思。



PSPQ - 研究中的人工智慧



- 人工智慧研究簡介
- 研究問題的提出
- 確定可靠來源
- 平衡研究與人工智慧
- 參考文獻和引文



PSPQ - 高級專案資格預審



分為四個區域進行標記

1. 專案管理
2. 資源利用
3. 開發和實現項目
4. 學生自我檢討。

總分以百分比和相應的等級表示，如下所示：

| | |
|-----|---------|
| 經過 | 40 - 55 |
| 優點 | 56 - 69 |
| 高品質 | 70 - 79 |
| 差別 | 80 - 89 |
| 高分 | 90+ |

PSPQ 中的更多資訊可
在 Firefly 上找到。





Co-curricular Scholarships

- 學者 - 識別和支持
- 體育、藝術、音樂、DT、戲劇、全能
- 直接申請高中
- 學校報告和評估日
- 提前提交作品 - 藝術
- 八年級評量 - 春季和夏季學期



13+ Academic Scholarships

- 學者 - 識別和支持
- 學習內容更廣泛、更少規定性、開放式
- 展現高階思維能力的機會



高中及畢業生證書

- 夏季學期結束時送往高中

畢業生證書將包含以下內容：

- 英語、數學、科學的成績和百分比
- PSB 層級聲明
- PSPQ 擴展專案結果和 PSPQ 主管的報告
- 學生撰寫的當年個人回顧
- 班主任、年級組長和 HM 的最終報告

畢業生證書

Feltonfleet School Leavers Certificate Summer Term 2021



Name: Tom Cruise

Form: 8SPo

| Subject | Grade | ISEB Common Entrance Comment |
|-------------|-------|--|
| English | A | It has been a pleasure to teach Tom English this year. He has proved to be a conscientious and extremely positive member of the group who has contributed well to a range of activities. Tom performed very well in the recent exams. I wish him all the best at Charterhouse and I am confident his English will go from strength to strength there. |
| Mathematics | B | Tom has gained a solid understanding of many topics in Maths and, despite some good revision towards the end of the year, there are still elements of the course that elude him. I would advise more constant application at Charterhouse. In the meantime, he can be very proud of his CE result. I have thoroughly enjoyed teaching him, especially for those "Eureka!" moments! |
| Science | A | Tom has made terrific progress this year and this is reflected in his fantastic exam grade. His understanding in Physics is particularly well developed. He has been a pleasure to teach, being well focussed with the desire to develop and improve. |

| Pre-Senior Project Qualification, PSPQ | | | |
|--|--|-------|-----------------|
| PSPQ Title | How does sport affect people's mental health? | Grade | DISTINCTION 80% |
| Comment | This was an excellent project which was well researched, planned and written. Throughout the process, Tom has shown clear independence in how he has attempted this essay. He used a wide range of resources, presented a very balanced narrative and showed clear and relevant findings to support his enquiry. His verbal presentation was very articulate and thorough. | | |

| Personal Review |
|---|
| I have really enjoyed Year 8, recently achieving a sports scholarship to Charterhouse. This year I found remote learning extremely hard, not being able to see my friends and it was hard to keep myself motivated throughout this period. This year I have really enjoyed Maths and I have improved immensely, now being able to do things I couldn't do before. I have also really enjoyed learning about earthquakes in Geography. In my role as Deputy Head Boy I have learnt a lot about how to lead and how to have empathy. My lasting memories of this year will be the days I have spent with my friends and the 1st XI cricket matches. Next year I am really looking forward to boarding and improving my sports and meeting lots of new people. |

| Form Tutor Comment |
|--|
| Tom's mature, generous and compassionate nature has made him a delight to have in the form. He approaches each day with a 'can do' attitude, he has a thirst for knowledge and a desire to achieve more. Tom's successful sports scholarship application to Charterhouse is a credit to his hard work and his impressive sporting ability. Tom has juggled a full and busy life at Feltonfleet with his sporting commitments, his involvement in Jazz Band and in the school productions, all whilst fulfilling his role as Deputy Head Boy and 1st VII Hockey Captain. I wish Tom all the best at Charterhouse and hope he continues to push himself to achieve his best in all aspects of school life. I look forward to hearing of all his successes. |

| Year Leader Comment |
|--|
| A superb year to finish off a fantastic school career. A top sportsman and a genuine all rounder. Charterhouse is lucky to have him. |

| PSB Subject | PSB level and comment |
|---------------------|---|
| Art | Tom has attained a secure understanding of artistic processes and a range of concepts relating to the elements of art, manipulating these competently with creative precision and insight. |
| Design & Technology | Tom has a secure understanding of the design process and has demonstrated the ability to design for a specific user, utilise a range of manufacturing techniques to complete a successful product and evaluate outcomes. |
| Digital Learning | Tom has attained a secure understanding of Computational Thinking and a range of concepts relating to Computer Science, applying these proficiently with increasing confidence and creativity. |
| Drama | Tom displays extended knowledge of the creative process in Drama and has demonstrated an extended attitude to group work, exhibiting good leadership qualities and a thoughtful approach to performances. |
| French | Tom has attained a secure understanding of the application of linguistic communication skills and a range of combined language learning strategies, applying these to French competently with increasing assurance and creativity. |
| Geography | Tom has attained an extended level of acquiring, analysing and organising geographical concepts relating to human and physical environments, demonstrating an extended aptitude in this subject area. |
| History | Tom displays an extending knowledge and understanding of historical change, continuity and causation and consequently is able to offer different interpretations of the past and confidently identify their significance. |
| Music | Tom displays extended musical skill, delivering creative performances, demonstrating good aural perception, technical knowledge, pitching and rhythmic coordination, and works well with others towards performances, often taking a lead. |
| Physical Education | Tom has excelled in PE, demonstrating outstanding technical competency, a high level of physical fitness, accurate analysis and applies excellent leadership and communication skills. |
| Religious Education | Tom displays a secure knowledge of the various ethical theories and dilemmas covered and is able to apply these to certain scenarios, and can offer some personal ideas about these theories. |
| Spanish | Tom has attained a secure understanding of the application of linguistic communication skills and a range of combined language learning strategies, applying these to Spanish competently with increasing assurance and creativity. |

| Headmistress Comment |
|--|
| Tom has been an outstanding Deputy Head Boy. He has grown immeasurably in academic and personal confidence reflected in an excellent set of CE grades and PSB reports. Scholarship success at Charterhouse is thoroughly deserved and a reflection of his natural sporting talent and ability. Tom has shown himself to be a natural, assured and determined leader and a thoroughly decent young man. He epitomises what we hope Feltonfleet pupils will aspire to be. I wish every success and happiness at Charterhouse where I know he will develop his excellent academic and sporting abilities by making the most of the exceptional opportunities. |

STAGE
1

STAGE
2

STAGE
3

STAGE
4

7 年級和 8 年級課程晚會



PSB

DESTINATION
13

人類智慧是 優越的

**社會的 &
情緒智商**
人的尊嚴的特徵 &
生命的意義

後設認知智能
自我意識、反思、
自律、監控



元語境
辨識和適應不同環境的能力

自我效能感
對我們所追求的能力的自信，
設定目標並實現

擴增實境－沉浸式學習



將影像、影片或 3D 模型等數位資訊疊加到現實世界環境中，增強使用者對現實的感知的技術。

擴增實境－沉浸式學習



虛擬實境－沉浸式學習



讓使用者沉浸在電腦生成的模擬環境中，從而獲得互動式體驗的技術。

虛擬實境－沉浸式學習

