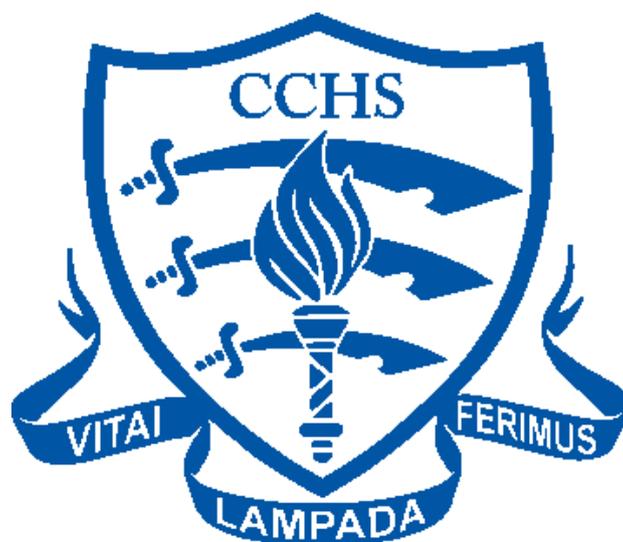


Chelmsford County High School for Girls



Year 8

Curriculum Support Booklet for Parents

2015/16



Chelmsford County High School for Girls is a company limited by guarantee, registered in England and Wales (company number 07445392).
Registered Office: Chelmsford County High School for Girls, Broomfield Road, Chelmsford, Essex CM1 1RW

Challenge is at the heart of our school

"It is not enough to have a good mind; the main thing is to use it well." Rene Descartes

Curriculum vision and aims

The vital concept which animates the CCHS curriculum is ambition. This is clearly communicated through the school vision – developing the leaders of tomorrow. This vision is supported by our curriculum aims, which relate to the pursuit of excellence, fulfilling potential and contributing to the community. To realise the vision and aims requires institutionalised curriculum challenge, i.e. demanding and stimulating experiences across the school. Our challenge model has seven elements:

- Scheduled: habitual challenge, e.g. daily lesson activities
- Extension: amplified challenge, e.g. Curriculum Support Activities for Parents
- Enrichment: deep challenge, e.g. Enrichment Day activities
- Overarching: cohesive challenge, e.g. Internationalism activities
- Excellence: examination challenge, e.g. GCSE, IBDP, AS and A2
- Ancillary: complementary challenge, e.g. extra-curricular activities
- Innovation: novel challenge, e.g. special projects

Opportunities

Our students are offered a broad and balanced curriculum experience across the year groups, including the Sixth Form with the IB Diploma Programme. To complement the stimulating lessons taught by our talented and hard-working teachers, students are encouraged to remain intellectually curious beyond the classroom. There are many opportunities available to them, including:

TED

TED is a nonprofit community devoted to "ideas worth spreading". It was founded as a conference bringing together people from three worlds: **Technology, Entertainment, Design**. Since then its scope has become ever broader. TED "believes passionately in the power of ideas to change attitudes, lives and ultimately, the world." The TED website offers free knowledge and inspiration from the world's most inspired thinkers, and also a community of curious souls to engage with ideas and each other.

<http://www.ted.com/>

QI

If you have heard of QI (Quite Interesting), the chances are that you have heard of the BBC2 comedy panel quiz of the same name, hosted by Stephen Fry. At its core, QI enshrines the original view of Lord Reith that the BBC should 'educate, inform and entertain', all three of which duties are carried out to the great enjoyment of panel and audience alike. The activities of 'The QI Universe' website are organised around a central concept or set of attitudes - those of curiosity, discovery and humour.

<http://www.qi.com/>

Moral Maze

BBC Radio 4s Moral Maze provides combative, provocative and engaging live debate examining the moral issues behind one of the week's news stories.

<http://www.bbc.co.uk/programmes/b006qk11>

'The Floor is Yours...'

The University of Leicester offers a new way to engage with key issues that shape our society. Students can join debates on a host of topics, including 'should we go to Mars?' Join some of Britain's leading academics and high-profile opinion formers in these challenging 'the floor is yours' debates.

<http://leicesterexchanges.com/about/>

Useful Links and Resources

The following websites provide a host of additional resources and advice for our able students and supportive parents:

National Association for Able Children in Education

NACE has been working to support teachers of gifted and talented students for over twenty years and has some excellent publications.

<http://www.nace.co.uk>

National Association for Gifted Children

NAGC is an excellent organisation which was set up to support parents and their children.

<http://www.nagcbrtain.org.uk>

London Gifted and Talented

The London Gifted and Talented website provides useful information, worksheets, policies and courses.

<http://www.londongt.org>

World Council for Gifted and Talented Children

The World Council for Gifted and Talented Children is a worldwide non-profit organisation whose goal is to provide advocacy and support for gifted children.

<http://world-gifted.org>

Philosophy

A resource and collaboration service for Philosophy for Children.

<http://p4c.com>

Science

A content-rich site brining together images and viewpoints to create insights into science and culture.

<http://www.ingenious.org.uk>

Sport

The Youth Sport Trust nurtures young people talented in PE and sport.

<http://www.youthsporttrust.org>

Introduction

Your daughter will be studying 16 subjects this year. At times this can be quite daunting both for her and for you. You will receive a letter detailing the amount of homework that your daughters should expect to receive in each subject. We have also devised Parental Support Activities which complement the work undertaken in lessons and give you a variety of ways in which you can support and develop your daughter. The Parental Support Activities are organised by subject and split into individual units within each subject. They are certainly not compulsory. Indeed, it would be very useful to have your feedback to know which activities proved useful and whether there are other activities that you feel support your daughter's learning in addition. We hope you feel them a helpful way to become further involved in your daughter's learning.

The following table outlines the number of lessons in each subject that your daughter will be studying in Year 8:

English	6	Maths	6		
Biology	2	Chemistry	2	Physics	2
French	3	German	3	Latin	4
Geography	3	History	3	RS	2
Technology	2	Computing	2	Music	2
PE	4	Drama	2	Art	2

Mr S Lawlor
Deputy Headteacher

Mrs M French
Assistant Headteacher

Miss F Harrison
Year Leader

LIBRARY

Books continue to be a vital source of information to achieve a high standard of education. The CCHS Library stocks more than ten thousand items for students to borrow for either studying or leisure reading. Whenever possible, teachers make recommendations for new purchases to complement the teaching in lessons but books can also be recommended by students in the dedicated suggestion book. Up to four books and magazines can be borrowed at any one time and they are loaned for three weeks with the due date stamped inside the front cover. The school catalogue is called Oliver and the latest Library information is displayed on the homepage. Catalogue details can be accessed from the school VLE and useful websites have been added to the catalogue specifically for secondary school students. There is a Reading List on the Library Resources section of the VLE. Computers are also available in the Library for students to use for their studies.

Subject	Resources
English	Dictionary and Thesaurus. Grammar and quotation books. Classic books, fiction and English texts. Public speaking books. Daily newspapers.
Mathematics	The Number Devil book. Murderous Maths series. Mathematics KS3 books
Biology	Books on plant life and gardens. Darwin theory books. Bird watching and nature reserve information.
Chemistry	Metals and reactivity books. Acid rain, extreme weather and climate changes around the world.
Physics	Lunar landscape and phases of the moon information. Resources on the solar system including Professor Brian Cox book.
French	Authentic en français magazines. Dictionaries, verb books. Dual Language fiction books with French on one side and English on the other. French Literature books.
German	Similar to French with dictionaries and language books as well as Der Spiegel Magazine.
Latin	Ancient Rome books. Harry Potter series for classical mythology influences. Latin dictionary.
Geography	Michael Palin books. Sustainability and the changing planet as well as social and diversity books and atlases. Geographical books on landscape, populations and environment.
History	Witch child. Mill girl, slave girl & other 'My Story' history books. Titanic books.
Religious Studies	Books on creation, religion and science covering all faiths.
Design Technology	Advertising books. Fashion and design books plus influential movements in history.
Computing	Access to computers as well as books on software.
Music	Books on composers, instruments and musical periods in history.
PE	Specific sports such as netball, hockey and girls football plus a variety of Olympics books. Fitness and health books.
Drama	Books on public speaking and debating. Theatre and drama books.
Art	William Morris, Picasso, Art Attack plus Arts & Crafts Movement books. Artist and technique books as well as medium and form comparisons.

ENGLISH

This has been prepared in the light of ongoing changes to courses at Key Stage 4.

SECTION	OPPORTUNITIES TO HELP
1. Checking of written work for accuracy	The school recommends that students have access at home to a large dictionary, preferably one with encyclopaedia entries as well (such as <i>The Oxford Dictionary of English</i>) and a large thesaurus organised in alphabetical order, and that these are used in checking written work prior to submission.
	The most prevalent mistakes are those of sentence grammar. You can help your daughter by getting her to read back work slowly aloud to check for “breathing spaces” – the rule is that these should be marked NOT by a comma, but by full stop or one of the higher ranking punctuation marks – colon, semi-colon or dash.
	There is comprehensive advice on spelling, punctuation and grammar on the VLE.
2. Homework time	GCSE work will have to be completed in timed conditions. It is useful to prepare for this by ensuring that students spend the set time on homework tasks, uninterrupted by TV or refreshment breaks. Doing some tasks without access to the computer is also good practice for later.
3. Reading	You can help your daughter by encouraging her to read. English at all levels involves the analysis of written texts.
<u>Fiction</u>	<u>Bookshops and the internet</u> While for most people the choice is between Amazon and Waterstone’s, it is worthwhile patronising a good local bookshop if you are lucky enough to have one.
	<u>The School Library</u> has a good if small stock of modern fiction and books on English texts. It is always worth checking here first if you are looking for a particular book, and requesting it if it is not available. There are reading lists for junior forms published on the school Virtual Learning Environment (VLE).
	<u>Public libraries</u> Chelmsford town library is a better source of books than the smaller branch libraries. Southend has the best local collection of books related to English Literature. If you qualify, Redbridge is a good library to join as you get access to books from several other London boroughs. Cambridge is also excellent, and is open to residents living in Essex. With all public libraries, you get the most out of them if you explore the online catalogue: Essex make no charge for books ordered over the internet, and now offer online access to several magazines It can be particularly fruitful to read and discuss with your daughter books that are written for both adults and young adults such as “The Curious Incident of the Dog in the Night Time” and “Harry Potter and the Deathly Hallows”. Discussion could focus on plot, response to characters and relationships, ideas and themes, style, predicting what will happen in the light of what has happened, overall evaluation.

	The GCSE courses for English Literature and Language that begin in September 2015 place emphasis on 'classic' texts that are part of the English canon, such as: <i>Silas Marner</i> , <i>Pride and Prejudice</i> , <i>A Christmas Carol</i> , <i>Lord of the Flies</i> , <i>Wuthering Heights</i> , <i>Great Expectations</i> , <i>Hardy tales</i> , <i>Dr. Jekyll and Mr Hyde</i> , <i>The Hound of the Baskervilles</i> . Starting to read at least some of the shorter older texts will help students prepare for this change.
<u>Non-fiction</u>	Undoubtedly the best aid to preparation for non-fiction questions at GCSE is to read parts of a good quality newspaper – you can help by discussing not only the content but also the style, structure, authorial intentions and layout of newspaper articles.
Going to the theatre and cinema	English will involve study of classic and modern drama texts. If anything of literary merit is shown in the vicinity, it is a good idea to take your daughter or encourage her to attend. The Civic in Chelmsford isn't all that good in this respect, but occasionally something worthwhile comes up. The Mercury in Colchester is better, and it's worth going on their mailing list. Further afield, Cambridge (in particular), Ipswich and Southend often have good productions. London is uniquely well off with the National Theatre and Royal Shakespeare Company (amongst others). A visit to the Globe Theatre at some stage is a must.
4. Television	In addition to watching programmes with a literary element, it is useful to see programmes such as the podcast of "Question Time" to discuss and compare the speaking style of guests and members of the public.
5. Research and note-taking	As with other subjects, girls will have to do research, take notes, and then synthesise the results of this research. There is widespread misunderstanding about what is legitimate gathering of points from the work of others, and what constitutes plagiarism, attempting to pass their writing off as your own work. Parents can help in checking that work to be submitted is essentially your daughter's own and advising on sources of information in your own areas of expertise. Plagiarism is heavily penalised in public exams.
6. Speaking and Listening	Students will be assessed at GCSE on their individual oral contributions, their ideas and their ability to discuss issues. Parents can help by engaging them in discussions where their contributions can be full and valued.
7. Letter writing	Writing a letter remains one of the most common exercises set at IGCSE. You could encourage your daughter to write a letter occasionally instead of an email or text. The layout is less important than getting the tone, structure and sense of audience right. Letters that get results – to an MP, the local paper, to companies praising their product, to Chelmsford shops complaining about poor standards of service - are useful preparation for GCSE tasks.

Year 8 Timeline

week 1	Introduction
week 1 - 8	Glenvale project - persuasive and comment writing / Speaking & Listening
week 9-15	Detective Fiction
week 16-21	Multi-cultural fiction - African-American novel / extracts / short stories
week 22-30	Shakespeare: Macbeth or Twelfth Night
week 31-32	Revision for Year 8 exams
week 33- 34	Year 8 exams
week 35	Rhineland Trip
week 26 - 40	Travel Writing

Below is a list of the assessment units to be undertaken by Year 8

Year 8 Assessments		
1	Speaking and Listening	Debate or persuasive speech in Glenvale unit
2	Reading	Response to theme in fiction – open presentation task on multi-cultural fiction (speeches, poetry, prose).
3		Response to genre - detective fiction EITHER <i>The Speckled Band</i> OR <i>The Hound of the Baskervilles</i> (possibly compared to BBC adaptation)
4		Response to Shakespeare: <i>Macbeth/Twelfth Night</i> Literary essay at end of unit.
5		Close language analysis of extracts: exam comprehension
6		Travel writing unit– humorous account of journey, transformation of factual info into travel brochure,
7	Writing	Glenvale unit – letter of complaint , comment writing on this social/ecological issue and pamphlet/powerpoint presentation
8		Narrative writing: Detective / mystery story

MATHEMATICS

AUTUMN	SPRING	SUMMER
<p><u>Section I</u></p> <ul style="list-style-type: none"> • Standard Form • Numerical Problems • Venn Diagrams • Loci • Enlargement scale factors <p><u>Section II</u></p> <ul style="list-style-type: none"> • Real data line graphs • Estimation • Approximate numbers • Decimal numbers • Proportional change • Substitution • Linear Equations 	<p><u>Section III</u></p> <ul style="list-style-type: none"> • Stem and Leaf • Compound Measures • Inequalities • Rearranging Formulae <p>Nth term</p> <p><u>Section IV</u></p> <ul style="list-style-type: none"> • Lengths, Areas and Volumes of Prisms • Pythagoras' Theorem • Mean, Median, Modal Class 	<p><u>Section V</u></p> <ul style="list-style-type: none"> • Fractions • Probability – including two way tables, venn diagrams and other methods • Multiply two brackets • Plot simple, quadratic and cubic graphs

GENERAL EQUIPMENT

- Good quality drawing instruments, including a pair of compasses
- Scientific calculator – the Casio fx-83ES is recommended

GENERAL RESOURCES

Web sites: <http://nrich.maths.org/public/index.php>

<http://www.cut-the-knot.org/index.shtml>

Texts: Oxford Mathematics Study Dictionary (F. Tapson)

Oxford maths Challenges (T. Gardiner)

Each section of work last approximately 6 weeks and ends with an end of section test. At the start of each section, the students receive a sheet detailing the content for that section; this also includes a list of vocabulary and essential facts to learn. It would be beneficial if you could help your daughter learn these facts for the end of section test.

SECTION	OPPORTUNITIES TO HELP
A	Experience of different types and uses of statistical charts would be beneficial: newspapers, the news and websites such as http://www.statistics.gov.uk/ Many sites relating to sport display a great deal of statistics to interpret.
B	Experience in observing different uses of 3D drawing would be beneficial. This includes design plans (such as an architect) and art (such as the use of perspective in Renaissance art and the work of M. C. Escher).
C	In this section, we do some work on learning the operations of the calculator. However, we cannot go over all aspects of every calculator in detail. A tedious, but important task is to spend some time with your calculator and the reference manual and learn some of the operations.
D	Experience of the use of percentages in different contexts will be beneficial. This includes: <ul style="list-style-type: none"> • In the newspapers and on the news • On food packaging • In the shops – sales and % amounts free Discuss percentages when you see these in your daily lives.

E	<p>We often find that the students have difficulty with the topic of bearings: this is often due to a lack of experience beyond knowing NESW. If you have the skills to use a compass and find bearings, then this would be a beneficial experience.</p> <p>In addition, it would also be beneficial to encounter probabilities in a number of contexts, such as:</p> <ul style="list-style-type: none"> • Playing simple games of chance (e.g. in Monopoly, what are the chances of landing on Pall Mall from start) • Looking at chance in card games • Looking at chance displayed as odds • Discussing the use of probability in weather forecasts.
---	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

CHEMISTRY

UNIT	OPPORTUNITIES TO HELP
Chemical reactions 2	<ul style="list-style-type: none"> • Survey uses of metals in the home. • Rust survey & methods of preventing rusting eg. on a bicycle or car.
Particles 2	<ul style="list-style-type: none"> • Review work from year 7 using the following website http://inteleducationresources.intel.co.uk/viewdetails_KS3.aspx?ID=527 • Look at a model of Brownian motion at http://www.aip.org/history/exhibits/einstein/essay-brownian.htm
Chemical reactions 3	<ul style="list-style-type: none"> • If possible, make sherbet and consider the causes of the tingling feeling when it is placed on the tongue. • Investigate the formation and problems involved with acid rain. • Advantages (and disadvantages) of using antacids.
Materials 2	<ul style="list-style-type: none"> • Why are iron & steel so popular? • If on holiday in Yorkshire you could visit Magna museum http://www.visitmagna.co.uk/ • Help to sort the family recycling and compare the amounts of different types of recyclable materials. Compare the amount of recycling with the amount of rubbish going to landfill. What percentage of your weekly rubbish now goes to landfill. • Visit the Natural history Museum Red Zone: earth today and tomorrow gallery in particular. Consider how we can make the most of the resources of the Earth.

Useful websites include:

www.bbc.co.uk

en.wikipedia.org

www.horrible-science.co.uk

www.nhm.ac.uk/visit-us/galleries/red-zone/earth-today-tomorrow/index.html

Useful TV programs and DVD's include:

Brainiac,

The living planet,

How stuff works

BIOLOGY

UNIT	OPPORTUNITIES TO HELP
Body Systems	<ul style="list-style-type: none"> • Sign up to Revitalise website. This is an Online Personal Health Management System website that is subscribed to by the school. <p>All pupils of CCHS and their families can sign up and get health and advice on diet, weight management and health and fitness regimes.</p> <ul style="list-style-type: none"> • Visit http://www.ophms.com/cchs.aspx From there you can sign up and get a username and password. You will need the code CCHS1 to access an account. <p>There is an online 'calorie' counter that pupils could use as part of doing a food diary in this topic.</p>
2. Variation	<ul style="list-style-type: none"> • Take part in variation surveys and collect data (e.g. on height and handspan and eye colour from other family members) • KS3 Facts of Life http://www.factsoflife.org.uk/ Good site for students on food, puberty, cells, variation, etc. • Visit Natural History museum and the Darwin centre.
3. All about Plants	<p>An opportunity to visit open gardens such as RHS Hyde Hall or The Beth Chatto Gardens to look at the range of different types of plants and think about the conditions they live in and the adaptations that they have.</p> <p>Grow plants from seed, e.g. beans or sunflowers and make observations about their growth rate. Possibly grow them in different positions (light intensities) Record their growth Plot graphs of growth rate.</p> <p>Keep an eye on the the news/ science media for information about plants such as attempts to produce GM crops that are more productive in order to feed the growing world population.</p>
General science. Experiments you can do at home.	<ul style="list-style-type: none"> • There are many websites online that give examples of experiments that can be done at home to develop scientific understanding further. • One is : http://www.planet-science.com This is a website for parents and teachers. In the area marked sci-teach follow the link to resources and inspiration for teachers. Scroll down to the little book of experiments. Click on the parent activities link and select from many different experiments related to science work studied in year 7, 8 and 9. E.g. making an edible DNA model in for the variation module.

PHYSICS

UNIT	OPPORTUNITIES TO HELP
EARTH AND BEYOND	<p>View the Moon using binoculars – you will see more detail if you look near the terminator (find out what this means). A full Moon shows less detail. Can you observe craters and Maria (find out what these are)?</p> <p>Fourmilab Earth and Moon Viewer A simple piece of software which can show the Earth and Moon from different vantage points in space. It can be used in the classroom to reinforce ideas of night and day, phases of the Moon etc. It is particularly useful to show the day and night sides of the Earth at any point in time.</p> <p>Website: www.fourmilab.ch/earthview</p> <p>National Schools Observatory- KS3 Earth, Sun and Moon This section of the National Schools Observatory website has been designed to help students understand how the movement of the Earth causes the apparent daily and annual movement of the Sun and other stars. Using the Earth in Orbit demonstrator students see how the Earth orbits the Sun and how it is itself spinning on its axis to give us night and day. The Spinning Earth simulator is designed to let students see views of the sky from various locations around the world at different times of the year. Once a location and time has been selected a movie runs showing the Sun and stars rising, moving across the sky and setting.</p> <p>Website: http://www.schoolsobservatory.org.uk/astro/esm/</p> <p>BBC Space: Solar System This guide to the Solar system covers all the planets and the major moons and introduces each with a short video. The information is fairly basic (see www.nineplanets.org for more detail) but is a good introduction to each planet. The videos can be downloaded and would be useful as lesson starters.</p> <p>Website: http://www.bbc.co.uk/science/space/solarsystem</p>
ELECTRICITY	<p>The Horrible Science Series of books are excellent – do not let their covers deceive you; they communicate high level science in a very clear and entertaining way. Here’s a link to one of them on Amazon: Shocking Electricity (Horrible Science)</p> <p>http://homeschooling.gomilpitas.com/explore/electricity.htm - the Electricity section gives details on how to build simple electric motors and provides a good link between the Electricity and Magnetism topics taught in Year 8. It also explores static electricity which is part of the GCSE course.</p> <p>This school has a very good interactive section on electricity on its website, including experiments to try: http://homepage.eircom.net/~kogrango/electricity_index.html</p>
MAGNETISM	<p>Try making a magnetic compass to find North: http://www.madsci.org/experiments/archive/860218908.Es.html</p>
ENERGY	<p>Another very good read: Killer Energy (Horrible Science)</p>

FRENCH

Listening material for 'Ecoute et Parle' and 'Tu Comprends' activities can be found on the VLE entitled 'Independent Listening'

Topics	Structures	Opportunities to help
Shopping, café, restaurant, food and drink Autumn term 1 st half	Revise regular –er, -ir, -re verbs Use negatives, ne...pas and ne...plus Partitive article (du, de la des) De after quantity and a negative Semi-regular verbs préférer, acheter Boire	Ecoute et parle unité 1 and some of unit 5 Tu comprends? unité 1 and some of unit 5 www.zut.org.uk year 7=>food www.zut.org.uk year 8 => grammar => quantities www.zut.org.uk year 9=>food www.zut.org.uk year 7 => grammar=> du, de la des www.zut.org.uk year 7 => grammar=> -er verbs www.languagesonline.org.uk => grammar=> present tense www.languagesonline.org.uk => grammar=> -er verbs www.languagesonline.org.uk => grammar=> verb busters=> year 7 regular -er verbs
Travel and transport Town and region Countries and nationalities Autumn term Oct-November	Irregular verbs, voir, venir, pouvoir, partir Verbs + infinitive including aller + infinitive to express immediate future	Ecoute et parle unité 2 Tu comprends? unité 2 www.zut.org.uk year 8 => grammar=>verbs=> near future www.languagesonline.org.uk => grammar=>le futur proche
School December and Spring term	Irregular verbs dire, lire, écrire, prendre (apprendre, comprendre) Reflexive verbs, vouloir	Ecoute et parle unité 3 Tu comprends? unité 3 www.zut.org.uk => year 8=> school www.zut.org.uk year 8 => daily routine www.languagesonline.org.uk => grammar=>verb busters=> year 7 irregulars www.languagesonline.org.uk => grammar=>verb busters=> present tense irregulars www.languagesonline.org.uk => grammar=>reflexive verbs
Physical description Talking in the past part 1 Discussing what to wear Spring term 1 st half	Time expressions in the past Perfect tense 1 – regular verbs with avoir	Ecoute et parle unité 4 Tu comprends? unité 4 www.zut.org.uk year 8 => description www.zut.org.uk year 8 => colours and clothes www.languagesonline.org.uk => grammar=>verb busters=> perfect tense regular verbs www.languagesonline.org.uk => grammar=>the perfect tense for beginners www.languagesonline.org.uk => grammar=>the perfect tense 1, 2, 3
Talking in the past 2 Spring term 1 st to 2 nd half	Perfect tense 2 - Irregular verbs with avoir Questions in the perfect Negatives in the perfect	Ecoute et parle unité 5 Tu comprends? unité 5 www.languagesonline.org.uk => grammar=>verb busters=>perfect tense mixed verbs www.languagesonline.org.uk => grammar=>the perfect tense 4, 5
Travelling on public transport Talking in the past 3 End of spring term beginning of summer term	Perfect tense 3 – Verbs which take Etre Reflexive verbs in the perfect Basic imperfect for description	Ecoute et parle unité 6 Tu comprends? unité 6 www.zut.org.uk year 8 => grammar=>verbs=>perfect tense www.languagesonline.org.uk => grammar=>the perfect tense 6-11

Clothing, leisure and arranging to go out. Summer term 1 st half	Comparison of adjectives Direct object pronouns	Ecoute et parle unité 7 and 8 Tu comprends? unité 7 and 8 www.zut.org.uk year 8 => hobbies www.languagesonline.org.uk => grammar=>adjectives www.zut.org.uk year 8 => grammar=>adjectives
Revision May		Any of the above www.languagesonline.org.uk =>topics=>year 8 revision www.zut.org.uk year 8 => revision
Parts of the body and illness Summer term 2 nd half	Expressions with avoir	Ecoute et parle unité 7 Tu comprends? unité 7 www.zut.org.uk year 8=> parts of the body

Zut website is free out of school hours. During school hours the account is as follows; user name bancroft1; password 1316 licensed for use by CCHS students only.

Ecoute et parle and Tu comprends worksheets and listening texts are on the VLE.

GERMAN

AUTUMN TERM		
Unit Description/Vocabulary Topic/Grammar focus	Learning Aims	Parental Support
German food and drink Ordering food in German	- All students should be able to talk about their food preferences in German, say what they ate for breakfast and order food in a restaurant/snack bar. - They should be able to understand others giving similar information and be able to write and spell this information correctly.**(This is true of all topics listed)	Go to supermarkets like Aldi or Lidl and look for examples of German food to eat at home. There is also a German Bratwurst stall in Southend. Look for German food recipes on the internet. Food vocabulary learning: support by testing and revising relevant vocabulary (small daily amounts, vocabulary lists will be provided to the students).
Daily routine <u>Grammar:</u> Present tense grammar revision Reinforcing past tense of verbs	- All students can talk and write about their daily routine in the present and past tense. - They will be able to understand and use reflexive verbs and separable verbs in the present tense. - Focus also on correct pronunciation, spelling and comprehension of this information.	Help students learn the topic vocabulary and verbs. (Zoom 2 Unit 1A) www.languagesonline.org.uk is a useful website for past tense revision.
Holidays <u>Grammar:</u> Future tense Word order Modal verbs	Students should be able to write and talk about their holidays in the past, present and future tenses, using the correct word order.	Vocabulary learning: support by testing and revising relevant holiday vocabulary and grammar (small daily amounts). (Zoom 2 Unit 3B) Research popular German holiday destinations on the internet.

Festivals	-Students will learn about German festivals and cultural differences	Visit www.ukgermanconnection.org throughout the year to discover information about German festivals and how they celebrate festivals like Christmas, Easter and Fasching (carnival) Zoom 2 Unit 1B
SPRING TERM		
Describing your town Talking about environmental issues <u>Grammar:</u> Comparisons Use of more complex constructions	- Students are able to write and talk about their town. - They can compare it to a different town (for example Backnang in Germany)	Vocabulary learning: support by testing and revising relevant vocabulary (small daily amounts). Visit the Backnang website and find out more information about Chelmsford's twin town and the area. Zoom 2 Unit 2
Opinions of people Describing a variety of free time activities and hobbies <u>Grammar:</u> Direct object pronouns	- Students can give opinions of other people in German, using direct object pronouns. - Students can speak and write about their hobbies and those of their families, using correct forms of the present tense.	Vocabulary learning: support by testing and revising relevant vocabulary (small daily amounts).
Hobbies	-Students will be able to talk about their hobbies and interests and give opinions	Vocabulary learning: support by testing and revising relevant vocabulary (small daily amounts). Zoom 2 Unit 2B
SUMMER TERM		
Rhineland trip preparation (Role plays, interviews)	- Students will be able to order food, go shopping, ask for directions and interview people in German.	Find out information about the Rhineland region. Practise buying food/clothes and doing interviews.
Rhineland trip follow up.		Offer help with their Rhineland projects.
Spending money Grammar: Indirect object pronouns Using "weil..." and "um...zu"	- All students should be able to talk about what they spend their money on - They should be able to use more complex language ("weil" and "um...zu")	Vocabulary and grammar learning: support by testing and revising relevant vocabulary and grammar (small daily amounts).

For each topic, teachers will also provide additional vocabulary in class and on lists, from which parents can also help students revise and learn.

LATIN

ECCE ROMANI CHAPTER	TOPIC	OPPORTUNITIES TO HELP
Ecce Romani 1		
1. Two Roman Girls	Introduction to Latin	Look at maps of Ancient Italy and the Roman Empire to see some of the major Roman cities and the scale of the Empire. Read books set in the Ancient World: The Roman Mysteries Series - Caroline Lawrence My Stories Series – Jim Eldridge Eagle of The Ninth, The Silver Branch, The Lantern Bearers – Rosemary Sutcliff Ithaka, Troy – Adele Geras Visit a Roman city and explore the legacy: www.colchestermuseums.org.uk www.stalbansmuseums.org.uk www.museumoflondon.org.uk
2. A Happy Outing	He/They Present Tense Verb Endings	Identify the verbs in stories 1 and 2 and put them into singular and plural columns
3. In the Garden	Singular and Plural Nominative Nouns	VLE – Ecce Romani Stories - Story 3 Subjects and Objects #2 and #3 Make a poster showing the influence of ancient clothing on modern fashion
4. Show-off!	Accusative Singular Nouns	Write some simple English sentences and label the subject, object and verb VLE – Ecce Romani Stories - Story 3 Subjects and Objects #1 VLE – Ecce Romani Stories - Story 4 Subjects and Objects #4
5. At a Loose End		Make a wall chart of the cases learnt so far (Nominative and Accusative) and check it regularly
6. Marcus to the Rescue	Infinitives	Investigate slavery in ancient Rome by reading articles, looking at ancient images and watching video clips from the Cambridge School Classics Project website http://www.cambridgescp.com/page.php?p=clc^oa_book1^stage6
7. Bad News	Accusative Plural Nouns	VLE – Ecce Romani Stories - Story 7 Subjects and Objects #1 and #2
8. An Early Rise	Present Tense Verb Endings	Practise reciting –o,-s,-t,-mus,-tis,-nt endings. Get a partner to say an ending at random, whilst you respond with the corresponding person. Investigate the difference between the villa rustica and villa urbana and make a model of either. Visit a Roman villa: www.bignorromanvilla.co.uk www.nationaltrust.org.uk/main/w-chedworthromanvilla www.sussexpast.co.uk/fishbourne www.english-heritage.org.uk/server/show/nav.14714

9. Goodbye	Ablative Nouns	Add the ablative case to your wall chart. Test yourself on the endings.
10. Departure	Imperatives	Choose a set of imperatives then play a game of magister dicit (aka Simon Says).
11. A Slave Runs Away	Genitive Nouns	Make case ending flashcards for three noun groups and test.
12. Capture	Use of the Ablative, Prepositions	Preposition game: Find as many prepositions as possible from the back of Ecce Romani. Pick a preposition then act it out, your partner must guess the word- in Latin of course. Bonus point if you can remember whether it takes an ablative or an accusative.
13. Disaster	He/They Imperfect Tense Verb Endings	
14. Who is to Blame?	Imperfect Tense Verb Endings Neuter Nouns	Practise reciting –bam,-bas,-bat,-bamus,-batis,-bant endings. See how fast you can say them, with a stopwatch to see if you improve. Count how many imperfect verbs you can find in story 14. Pick out all the neuter nouns you can find from the back of Ecce Romani. Sort them into group 2 and group 3 nouns. VLE – Ecce Romani Stories - Story 14 Presents and Imperfects
15. Vehicle Spotting	Numbers	VLE – Ecce Romani Stories - Story 15 Numbers Activities
16. Do We Stay at an Inn?		Make grammar flash cards, including all the tenses and cases you have learned so far.
Ecce Romani 2		
17. Arrival at the Inn	Agreement of Adjectives	VLE – Ecce Romani Stories - Story 17 Presents and Imperfects, Regulars and Irregulars and Matching Nouns and Adjectives Activities
18. Settling In	He/They Perfect Tense Verb Endings	Write out five English sentences in the present tense, then change them into perfect and imperfect.
19. Chance Encounter	Perfect Tense Verb Endings	Practise reciting –i,-isti,-it,-imus,-istis,-erunt endings. Write down present, perfect and imperfect endings. Cut up, mix up and regroup either as tenses or person endings.
Mythology Project	Independent Study Booklet	VLE – Background – Underworld Tour Look through the Harry Potter books; how has J.K. Rowling been influenced by classical mythology?
Vocabulary	<p>Students will be expected to learn vocabulary for each Ecce Romani chapter. Parents can ensure their learning is as effective as possible by:</p> <ul style="list-style-type: none"> • Ensuring they record vocabulary in their vocabulary books • Encouraging them to make links between languages, finding derivatives from Latin • Encouraging them to experiment with different ways of learning vocabulary (flashcards, pictures, rhymes etc) • Encouraging them to test themselves using the Quizlet website or mobile app • Regularly testing them 	

- | | |
|--|--------------------------------------------------------------------------------------------------------------------------|
| | <ul style="list-style-type: none">• Encouraging them to look over previous vocabulary at regular intervals |
|--|--------------------------------------------------------------------------------------------------------------------------|

GEOGRAPHY

Curriculum Purpose

A high-quality Geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Curriculum Aims

The National Curriculum for Geography aims to ensure that all pupils:

- ♣ develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- ♣ understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- ♣ are competent in the geographical skills needed to:
 - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
 - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
 - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Supporting Resources

Oxford School Atlas (or one of a similar quality)

BBC Video Resources: <http://www.bbc.co.uk/education/subjects/zrw76sg>

Ordnance Survey Map Zone: <http://www.ordnancesurvey.co.uk/mapzone/>

Michael Palin's Brazil (book and/or DVD series)

Planet Earth (BBC Series)

Human Planet (BBC Series)

Exploring Rio de Janeiro:

<http://www.rgs.org/OurWork/Schools/Teaching+resources/Key+Stage+3+resources/Brazil+cityscapes+-+Rio+de+Janeiro.htm>

Year 8 Geography Curriculum Overview

<p>AUTUMN TERM 1</p>	<p>Ecosystems Distribution of biomes around the world Adaptation of plants and animals to climatic conditions Structure of the tropical rainforest Use and abuse of the tropical rainforest Sustainable management of tropical rainforests</p>
<p>AUTUMN TERM 2</p>	<p>Exploring South America Countries of South America (location and characteristics) Brazil – Physical and Human Geography characteristics Internal Migration Brazil and the 2016 Olympics</p>
<p>SPRING TERM 1</p>	<p>Rocks and Rivers Types of rocks (and the formation process) Weathering processes and investigation around CCHS The river long profile (+ Investigation of the Afon Glaslyn) River processes and landforms River flooding – causes and impacts Managing river flooding The River Rhine (further explored during the residential visit to Germany)</p>
<p>SPRING TERM 2</p>	<p>Coasts Processes at the coast Landforms of erosion and deposition at the coast Sea level rise – causes and consequences around the world</p>
<p>SUMMER TERM</p>	<p>Exploring Africa Challenging stereotypical views and common misunderstandings Physical and Human Geography variations between countries Food security Issues with aid Africa’s economic growth and external investment South Africa: case study Sustainable tourism in Africa</p>

The best way to support your daughter in developing her geographical understanding and awareness is to encourage her to take an active interest in current affairs and geographical issues. The reading of newspapers, articles (such as those in the National Geographic or Geographical magazines) and

watching the news will develop an up-to-date awareness of global issues and events of geographical significance.

HISTORY

TOPIC	OPPORTUNITIES TO HELP
The Renaissance	National Portrait Gallery M. Roberts, <i>Italian Renaissance</i>
The Reformation in England	Dvd - D. Starkey, <i>Six Wives of Henry VIII</i>
The Gunpowder Plot	<p>a. Test your knowledge of the infamous conspiracy with this interactive quiz. www.bbc.co.uk/history/.../launch_gms_gunpowder_plot.shtml</p> <p>b. Buildings and locations of significance in the <i>history of the Gunpowder Treason</i>. Further Reading A comprehensive bibliography of works on the <i>Plot</i>: www.gunpowder-plot.org</p>
Witches	Novel – C. Rees, <i>Witch Child</i> The official site for <i>Witch Child</i> by Celia Rees with news, reviews and information about the setting and the inspiration behind the novel. www.witchchild.com
Agricultural Revolution	The Agricultural and Domestic museum – Church Street, Maldon, Essex
Industrial Revolution	Novel - Sue Reid, <i>Mill Girl – my story</i>
Transport Revolution	London Transport Museum, Covent Garden S. Wood, <i>The Railway Revolution</i>
Urbanisation, Public Health & Population	Novel – P. Oldfield, <i>Victorian Workhouse – my story</i>
Empire & Slavery	Novel – P. C. McKizcack, <i>Slave Girl – my story</i> DVD – <i>Amazing Grace</i>
Britain c.1890-1914	Novel – E. Emerson White, <i>Titanic: An Edwardian Girl's Diary 1912</i> Victoria & Albert Museum, London

RELIGIOUS STUDIES

UNITS	OPPORTUNITIES TO HELP
<p>1. Sequencing Belief – Ultimate Questions</p>	<p>Visits: The Horniman Museum: http://www.horniman.ac.uk/exhibitions/current_exhibition.php?exhib_id=19 The centenary collection gives a lovely taster to the varieties and nature of belief (initial unit of study in year 7). It is also a fantastic cross curricular activity for Geography, History, Science, Art and Music.</p> <p>Websites: http://www.natre.org.uk/db/ - Ultimate questions- 'Children Talking' is a database of children and young people's responses to the big questions of existence. Fully moderated, the resource offers the option for students to add their own responses to the original questions.</p> <p>http://www.natre.org.uk/db/ - Ultimate questions- 'Children Talking' is a database of children and young people's responses to the big questions of existence. Fully moderated, the resource offers the option for students to add their own responses to the original questions.</p>
<p>2. Creation, religion and science</p>	<p>Websites: http://re-xs.ucsm.ac.uk/ - a general overview of the themes covered in year 7. http://www.teachers.tv/video/3257 - video debating what should be taught in schools regarding science and creationism.</p>
<p>3. Christian belief and practice.</p>	<p>http://www.bbc.co.uk/schools/religion/ - a general overview of the festivals covered in Yr 7-8. http://www.bl.uk/learning/cult/sacredbooks/sacredintro.html The British Library has an interactive section of sacred texts.</p>
<p>1. What does the Resurrection mean for Christians today?</p>	<p>http://www.refuel.org.uk/curric/festivals.html - Resources for Christian Festivals http://www.refuel.org.uk/curric/ks3_topics/holy_books/christianity.php - Holy Books</p> <p>Books: Northern Lights by Philip Pullman. We will be focusing on the themes raised in the book regarding body/soul identity.</p>

- **Book:** Northern Lights by Philip Pullman. We will be focusing on the themes raised in the book regarding body/soul identity.
 - **Websites** <http://re-xs.ucsm.ac.uk/> - a general overview of the themes covered in year 7.
<http://www.bbc.co.uk/schools/religion/> - a general overview of the festivals covered in Yr 7 -
8. <http://www.bl.uk/learning/cult/sacredbooks/sacredintro.html> The British Library has an interactive section of sacred texts.
- **Visits:** The Horniman Museum:
http://www.horniman.ac.uk/exhibitions/current_exhibition.php?exhib_id=19 The centenary collection gives a lovely taster to the varieties and nature of belief (initial unit of study in year 7). It is also a fantastic cross curricular activity for Geography, History, Science, Art and Music.

DESIGN AND TECHNOLOGY

Design Technology is taught in a carousel system, with students completing one unit every term, then moving on to a different area.

For Key Stage 3 we have an extra-curricular club which takes place during lunchtimes. Students will get a chance to partake in enrichment activities from their favourite DT discipline, or sample all of them throughout the year.

Unit	Topic	Possible Support Activities
Textiles	Hand sewing	Most people have a basic sewing kit at home. Let your daughter mend buttons and hems to practice her skills.
	Machine sewing	If you have a machine, let her practice her control by drawing straight and wavy lines on a piece of paper.
	Basic construction and material identification	Investigate some garments at home, compare an expensive item and a cheap one, what difference in finish and construction do you notice, what materials have been used.
	Skirt Analysis	Look at the various skirts you have around the home (old school skirts are perfect), discuss the good and bad aspects of them and make suggestions for their designs.
Key Skills	Health and Safety	Conduct a risk assessment of a potentially dangerous activity such as making a cup of tea or vacuuming the stairs. Highlight the need for care and the risks of complacency.
	Graphics	When out and about draw attention to interesting packaging. Identify perspective and how objects appear smaller the further away they get. Try to guess what material products are made from by observing how light reflects off their surfaces.
	Resistant Materials	Investigate some items around the house such as furniture bicycles or appliances. Try to classify the materials that have been used to make them. Are the materials identified, are they from a renewable or sustainable source?
	Computer Aided Design and Manufacture	Software used by school:- Techsoft 2D Design Student licences are available for use on home computers. This software can be used at home via the portal.
Graphics	Mug Design and Packaging	Consider the different methods of decoration on mass manufactured mugs and compare with the finish on personalised mugs. Software used by school:- Techsoft 2D Design Student licences are available for use on home computers. This software can be used at home via the portal.
	Advertising	Discuss adverts on T.V., billboards and at Point of Sale in shops. Consider what makes them effective, or ineffective.

COMPUTING

UNIT	OPPORTUNITIES TO HELP
Core module	
8a. Introduction to Object Orientated Programming Concepts	<p>Software Used by School: Scratch (free software)</p> <p>The unit looks at extending students understanding of programming via using scratch to make the classic pacman game. The unit looks at breaking the game down into distinct objects such as, pacman, ghost, food, etc and then producing code that governs how these object will interact with other objects in the game.</p> <ul style="list-style-type: none"> • Many students enjoy writing programs in scratch, this can be done for fun at home.
8b. Modelling using spreadsheets	<p>Software Used by School: Microsoft Excel Free alternative: Calc (OpenOffice.org)</p> <ul style="list-style-type: none"> • If you use spreadsheets for work/home try and explain what you use them for and why. • If you use spreadsheets for budgets or figuring out potential costs such has total costs for a potential holiday discussing this will help students understand how to model a real world scenario.
8c. Programming with Python and Binary numbers	<p>Software Used by School: Python (free to download v3.0 or above)</p> <ul style="list-style-type: none"> • The unit looks at how computers deal with numbers and data along with writing code to convert between denary and binary. If students have access to a computer at home they can practice writing programs.
8d. Image Manipulation	<p>Software Used by School: Adobe Photoshop Elements Free alternative: GIMP 2.4 (gimp.org)</p> <ul style="list-style-type: none"> • Have a look at some of the media your child is exposed to, magazines, newspapers, TV and favourite internet sites. Try to identify some images which have been 'enhanced' such as whitening of eyes, removal of blemishes, artificial thinning of models, etc. Have a discussion of why the media do this.
8e. Data Processing	<p>Software Used by School: Microsoft Excel Free alternative: Calc (OpenOffice.org)</p> <ul style="list-style-type: none"> • If you use spreadsheets for work/home try and explain what you use them for and why. • Have a look at the questionnaire they design and give them feedback on how easy/hard it was to answer. • Pick up a supermarket reward card application form as an example of a real life application form to discuss.
Preparation for year 9 ICT Short Course GCSE	<p>Software Used by School: Microsoft Word Free alternatives: Writer (OpenOffice.org) / Google Docs / School Portal</p> <p>The short course GCSE ICT consists of two parts, a set assignment and a theory test. The set assignment constitutes 60% of the final grade and takes the form of a type's document evidencing their work on three separate tasks. If internet access is available students can use the portal to access their school documents and use the school copy of Microsoft Word. Past students have successfully completed the entire assignment using the open office free alternative.</p> <ul style="list-style-type: none"> • As with previous years typing rate will make a difference to their working rate. Practicing touch typing will help. (typeonline.co.uk a free set of online lessons)

MUSIC

Scheme of Work	OPPORTUNITIES TO HELP
Creative Curriculum	<p>Websites: http://www.thirteen.org/publicarts/orchestra/ http://www.sfskids.org www.playmusic.org http://www.philharmonia.co.uk www.dsokids.com</p> <p>Visits: 'Edward Elgar Museum' the birthplace of the great English composer Edward Elgar, located in Worcester.</p> <p>Books, TV & Films: Watch the Young Musician of the Year on BBC</p> <p>Listening Listen to Prokofiev's 'Peter and the Wolf' or Britten's 'The Young Persons Guide to the Orchestra'. BBC radio 2 BBC radio 3 Classic FM</p>
Performance	<p>The girls will be set practice homework most weeks to support the work they have done in class. With this in mind we would encourage parents to sit with their daughter to provide a friendly critical ear during practice sessions.</p>
Listening and Appraising	<p>The more girls can listen to the better! Any form of music is valid so long as the listening is focused and active rather than passive. They might like to make brief notes on music they particularly enjoy to help them find more music they enjoy and to practice their note taking skills.</p>
Composition	<p>Students will learn increasingly advanced compositional techniques throughout the year, using sophisticated musical technology to help produce advanced musical scores.</p> <p><u>Visits:</u></p> <ul style="list-style-type: none"> • Visit the Fitzwilliam Museum in Cambridge <p><u>Activities:</u></p> <p>Listening to the wide variety of Radio stations is always an enriching way of developing a wide general repertoire knowledge. Perhaps choose a station that you would not normally listen to.</p> <ul style="list-style-type: none"> • Going to concerts is an excellent, stimulating and inspiring way of being absorbed in musical life. One can learn an awful lot from watching a professional orchestra and ensemble. The LSO, RPO, RCM are exceptional orchestra who perform worldwide. Try and see a concert or two in London at one of the following venues: <p style="padding-left: 40px;">Royal Festival Hall Queen Elizabeth Hall Wigmore Hall Albert Hall (esp the Proms over the summer season. Tickets come as cheap as a few pounds!) The Barbican</p>

PHYSICAL EDUCATION

UNIT	OPPORTUNITIES TO HELP – (clubs are just examples – there are many others)
1. Netball	<p>Websites: www.mavericksnetball.co.uk www.englandnetball.co.uk www.netballeast.org.uk www.east-essex-county-netball.org.uk www.netballfun.com www.intosport.com</p> <p>Visits: To watch Mavericks and/or England Netball.</p> <p>Clubs: Eastwood Netball Club – Philippa Pitts (01702) 582919 Brookshaw Netball Club – Trina Ayre 07729606782 Chelmsford Netball Club etc</p> <p>TV: Sky Sports – Superleague and National Netball matches shown regularly. - Commonwealth Games</p> <p>Activities:</p> <ul style="list-style-type: none"> • Watch Netball games on the TV or live. • Practise your netball skills, throwing, catching and shooting. • Practise your movement skills, sprinting, changing direction, jumping.
2. Hockey	<p>Websites: www.englandhockey.co.uk www.greatbritainhockey.co.uk</p> <p>Clubs: Chelmsford Hockey Club - www.chelmsfordhc.org.uk Brentwood Hockey Club – www.brentwoodhockey.com Basildon Hockey Club Southend Hockey Club – www.southendhc.com Colchester Hockey Club – www.colchesterhc.org.uk Old Loughtonians Hockey Club– www.oldloughtonians.co.uk Upminster Hockey Club - www.upminsterhc.co.uk</p> <p>Activities:</p> <ul style="list-style-type: none"> • Practise dribbling a ball with your stick. • Practice taps up on your stick. • Practise your hitting and pushing.
3. Swimming	<p>Websites: www.britishswimming.org http://news.bbc.co.uk/sport1/hi/olympics/swimming www.eastswimming.org www.essexswimming.org</p> <p>Clubs: Basildon SC - www.basildonswimmingclub.com Basildon Phoenix SC - www.phoenixbasildonsc.org Chelmsford SC - www.chelmsfordswimmingclub.org.uk Colchester SC - www.colchester-swimming.org Runnymede SC - www.runnymedesc.co.uk Witham Dolphins - www.witham-dolphins.org.uk Woodham SC - www.woodhamswimmingclub.org.uk</p> <p>Activities:</p> <ul style="list-style-type: none"> • You should be able to swim at least 50m on your front and back with good technique. • Go swimming regularly as a family. • Join a club or attend lessons. • Practise your swimming techniques.
4. Gymnastics	<p>Websites: www.eastgymnastics.org.uk www.britishsports.com/gymnastics.htm</p> <p>Clubs: South Essex Gymnastics Club - www.southessexgym.co.uk Carousel Gymnastic Club etc</p>

	<p><u>Books, TV & Films:</u> Watch Olympic coverage on the TV.</p> <p><u>Activities:</u></p> <ul style="list-style-type: none"> • Practise your forward and backward rolls. • Practise your handstands, headstands and cartwheels. • Improve your flexibility by stretching everyday. • Improve your posture by sitting and standing correctly – No slouching. • Join a club or attend lessons and courses.
5. Dance	<p><u>Websites:</u> www.essexdance.co.uk</p> <p><u>Films & TV:</u> Billy Elliot Swan Lake – Matthew Bourne version and English Ballet Strictly Come Dancing</p> <p><u>Activities:</u></p> <ul style="list-style-type: none"> • Join clubs and attend classes. • Practise your school dances at home. • Improve your flexibility by stretching everyday. • Listen to music and count the 8 beats.
6. Athletics	<p><u>Websites:</u> www.englandathletics.org.uk www.ukathletics.net www.esaa.net www.olympics.org.uk www.london2012.com</p> <p><u>Clubs:</u> Chelmsford Athletics Club – www.chelmsfordac.org.uk Basildon Athletics Club – www.basildonathleticsclub.co.uk Braintree & District Athletics Club – www.braintreeanddistrictac.co.uk Colchester and Tendering Athletics Club – www.cat-ac.co.uk Colchester Harriers Athletic Club – email lynn.holden@btinternet.com</p> <p><u>TV:</u> Coverage on BBC and other channels of athletics. Coverage of the Olympics and Commonwealth Games. Coverage of the ESAA Track and Field Championships – Sky TV</p> <p><u>Activities:</u></p> <ul style="list-style-type: none"> • Join a club. • Go to watch athletic competitions at your local club. • Practise your running technique for sprinting and middle distance. • Practise throwing a tennis ball like a javelin.
7. Tennis	<p><u>Websites:</u> http://news.bbc.co.uk/sportacademy/hi/sa/tennis/skills www.lta.org.uk www.chelmsfordtennis.org.uk www.essextennis.org.uk www.intosport.com</p> <p><u>Clubs:</u> Brentwood Lawn Tennis Club – http://www.brentwood-tennis-club.co.uk/ Brentwood Hardcourt Tennis Club - www.brentwoodtennis.co.uk Chelmsford Tennis Club – Braintree Lawn Tennis Club - www.braintreeltc.co.uk Colchester Phoenix Tennis Club - www.phoenix-tennis-club.org.uk Great Baddow Lawn Tennis Club - http://greatbaddow.wordpress.com/</p> <p><u>TV:</u> BBC coverage of Wimbledon Sky TV and Eurosport coverage of Tennis Grand Slams</p> <p><u>Activities:</u></p> <ul style="list-style-type: none"> • Play tennis as a family or with your friends or siblings. • Practise your strokes and serve against a wall. • Join a club or attend lessons. •

8. Rounders	<p>Websites: www.nra-rounders.co.uk www.letsplayrounders.com www.roundersonline.net</p> <p>Activities:</p> <ul style="list-style-type: none"> ❖ Practise throwing and catching skills. ❖ Play Rounders as a family.
9. Football	<p>Websites: www.essexfa.com www.thefa.com/womens</p> <p>Visits: Trip to Women's FA Cup Final or England Ladies International matches</p> <p>Clubs: Chelmsford City Ladies FC – www.chelmsfordcityladiesfc.co.uk Colchester United Ladies FC – www.culfc.co.uk Brentwood Town Ladies FC – www.btfc.co.uk Writtle Minors Girls FC – www.clubwebsite.co.uk/writtleminorsgirls</p> <p>TV: Football coverage is on lots of TV channels.</p> <p>Activities:</p> <ul style="list-style-type: none"> • Practise dribbling with the ball. • Practise shooting and passing the ball against a wall or with someone. • Watch live matches locally or at professional clubs. • Join a local club.
10. General Fitness & Sport	<p>Websites: www.sportessex.com www.bbc.co.uk/sport www.bbc.co.uk/sportacademy www.uksports.org.uk www.bbc.co.uk/schools www.sportengland.org www.uk sport.gov.uk www.youthsporttrust.org www.ukschoolgames.com www.britishsports.com</p> <p>Books & TV Tour De France Olympic Coverage Commonwealth Games Biographies of famous sports people.</p> <p>Activities:</p> <ul style="list-style-type: none"> • Improve overall fitness: different types of aerobic activities eg Cycling, Swimming, Running. Should be able to run for at least 5-10min. • Participate as a family in sports and activities. • Participate in charity events • Commit to your teams/clubs. • Attend outside sport courses, lessons and clubs.

PE Parental Support Activities

1. Swimming – 200m with good technique on front and back.
2. Gymnastics – forward roll, backward roll, hand stand and cartwheels.
3. Games – ball skills – throw, catch, kick and strike.
4. Fitness – run and swim continuously for 15-20 minutes – cycle 45 minutes.
5. Opportunity to practise skills.
6. Family participation in sport.
7. Attend outside sport courses and clubs.
8. Commitment to clubs/teams inside and outside of school.
9. Participate in sponsored and charity activities, eg Fun Runs.
10. Watch sport – live and on television.

DRAMA

UNIT	OPPORTUNITIES TO HELP
Subject support	Visit the theatre. Aiming to see different styles of theatre where possible
1. Status	<p>Choose a television programme you and your family watch together</p> <p>Choose up to four characters.</p> <p>Consider the hierarchy of characters and put them in order of status from high to low.</p> <p>What kind of traits dictate their status?</p> <p>What physical and vocal skills are used to convey their status?</p> <p>Does their status order always remain the same?</p>
2. At The Post Office	<p>Can you find any other scripts about animals?</p> <p>Notice any differences for use of dialect, stage directions, intended style etc</p>
3. The Coach crash	<p>Consider how we might use technical aspects of theatre to create different moods/atmosphere.</p> <p>Think of your own ideas to promote a light-hearted atmosphere and then a very tragic one.</p>
4. Mask	Research photos of masks used in various productions and think about the atmosphere they have been intended to create.
5. TIE	<p>Consider the TIE that you have seen last year and in your previous school.</p> <p>Can you list some of the dramatic techniques they used?</p> <p>What is their purpose?</p> <p>Why do they use theatre to educate?</p> <p>Do you think it is effective? Why?</p>
6. Macbeth	Design make-up for the witches. This should help to portray their character and role in the play. Try to be inventive and go for a less obvious option. If you have face paint you could try this out on yourself or family and friends.
7. News Programme	<p>Watch the news on different channels and make notes on:</p> <ul style="list-style-type: none"> • Language • Order of stories • Tone and facial expressions used • Technology and sound
8. Sound effects	Explore what sound effects you can make with objects around the house.
9. Matilda	<p>We will be taking a whole year group theatre visit in July.</p> <p>http://uk.matildathemusical.com/</p>

ART

UNIT	OPPORTUNITIES TO HELP
<p>Each unit will be comprised of:</p>	<p>Websites: www.cchs.essex.sch.uk www.google.co.uk www.bbc.co.uk/art www.tate.org.uk www.nationalgallery.org www.royalacademy.org</p> <p>Most of the galleries have excellent websites which also allow you to search for artists and links to other sites.</p> <p>Artists databases www.smudgeflux.org easy access to work of practising artists in the UK today. www.axisartist.org/. largest online database of UK artists. www.openfrequency.org selection of current artist projects, exhibitions, events, bodies of work.</p> <p>Visits: To support this unit, students could visit a range of art galleries at home and abroad. For example: a trip to London could include the National Gallery; Colchester, First Site Gallery.</p> <p>Books, TV & Films: All libraries have an art section and there are many art related programmes available on a variety of media</p> <p>Activities: Research any art practitioners amongst your family and friends.</p>
<p>1. Vital Skills: Drawing from direct observation</p> <p>2. Colour/ painting</p> <p>3. Composition</p>	<p>Drawing is fundamental to the development of all Art and Design practices and will form a major part of your course. During the first term you will undertake a series of drawing exercises aimed at developing your powers of observation and recording.</p> <p>As with all work undertaken in the department, painting is usually based on observation. The first painting exercises with concern special relationships and colour theory. Colour line and form will be investigated in some depth.</p> <p>Websites: Google Images BBC art School Internet: Home, Subject, Art & Design Artroom, Eyes on Art, Art History Resources.</p> <p>Visits: The V & A Museum London ,The National Gallery, London. First Site Colchester.</p> <p>Books, TV & Films:</p> <ul style="list-style-type: none"> • Books on William Morris and the Arts and Crafts Movement Art programmes • Art Attack • Rolf Harris • CD rom: Picasso <p>Activities: Research artists the artworks and their influences.</p>
<p>4. Cubism</p>	<p>Websites: www.museodosey.co.uk</p> <p>Activities:</p> <ul style="list-style-type: none"> • Take notes on artists and make drawings in sketchbooks of family members. Family members self portraits, portraits of the students by members of the family.
<p>1. Cross curricular Landscape and Perspective</p>	<p>Visits:</p> <ul style="list-style-type: none"> • A visit to a stately home, relating art to the era, and country. • The National Gallery, placing art in the context of time and place. <p>Books, TV & Films: The Story of Art, E H Gombrich,</p> <p>Activities:</p> <ul style="list-style-type: none"> • Students could observe, sketch and take photographs of any rivers or coastlines that they visit. • Students could observe how different buildings have been influenced by weathering processes and record this.