

Chelmsford County High School



Curriculum Enrichment Programme



2015-16

Student & Parent version

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Vision

Our vision is to "develop the leaders of tomorrow", in the belief that the able girls who join our School will be leaders in whichever field of work or academic study or indeed in the personal interests they choose in their futures. We work together at the School to provide numerous opportunities for our students to develop the leadership skills, knowledge and qualities they will need to play a significant role in the future.

Aims

"The pursuit of excellence" is an appropriate aim for our able students. We provide them with challenges that capture their interests, develop their thinking and skills. We aim for our students to "fulfil their potential". To that end, we offer a plethora of opportunities, including clubs, societies, visits, overseas trips, exchanges and expeditions. Our students acquire leadership and organisational skills, show initiative, take responsibility and above all, "contribute to the community".

Challenge

To realise our vision and aims requires institutionalised 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 Booklet activities
- Enrichment: deep challenge, e.g. Enrichment Day activities
- Overarching: cohesive challenge, e.g. Internationalism activities
- Excellence: examination challenge, e.g. GCSE, IB, AS and A2
- Ancillary: complementary challenge, e.g. extra-curricular activities
- Innovation: novel challenge, e.g. special projects

Our Learner Profile, which is noted in detail on page 5, provides us with the language and ideas to envisage learning in its broadest sense:

Articulate – polished communicator

Creative – novel thinker

Enquiring – sharp questioner

Knowledgeable - information seeker

Principled - conscientious learner

Reflective - agile learner

Resilient - courageous character

Overview

Chelmsford County High School offers an exciting programme of Enrichment Days. The context for these days relates to our curricular and extra-curricular provision. Our curriculum remains academic and challenging, and has been invigorated with the International Baccalaureate Diploma Programme for Sixth Form students. Our School community is proud of the vibrant range of extra-curricular activities on offer. The Enrichment Days are a means to bridge these two vital areas of our School life. Such days allow staff to devise activities which both complement and evolve classroom-based work, and to harness the dynamism and flexibility of our extra-curricular provision.

The Enrichment Days include school-based events, trips to museums and art galleries, visits to sites of historical significance overseas and presentations by guest speakers. All of these activities are animated by a desire to offer students further opportunities to not only acquire new knowledge and understanding, but also, significantly, to develop skills and habits, which help broaden horizons and strengthen character.

A great deal of creativity and industry is evident in the Enrichment Days programme, and staff, both teaching and support, are to be thanked and congratulated for this.

The CCHS Learner Profile

Developing the leaders of tomorrow

The pursuit of excellence

Fulfilling individual potential

Contribution to the local and global community

Articulate		Creative		Enquiring		Knowledgeable		Principled		Reflective		Resilient	
<ul style="list-style-type: none"> have effective public speaking, debating and presentation skills in at least one language. express empathy, compassion and respect towards the needs and feelings of others, often listening before articulating a response. are brave and persuasive in defending their beliefs and those of others. communicate their learning in relevant and appropriate ways for different audiences. provide constructive support and feedback to others, using both praise and criticism effectively. try to persuade others, negotiating and balancing diverse views to reach workable solutions. 		<ul style="list-style-type: none"> think creatively and show originality by generating and exploring new ideas, suggesting hypotheses and applying imagination to develop alternative innovative outcomes. rise to challenges and new responsibilities and show perseverance and flexibility. manage change effectively, remaining optimistic and responding positively to new priorities and approaches organise themselves, showing personal responsibility, initiative, creativity and enterprise with a commitment to learning and self-improvement. exercise initiative in applying thinking skills critically and creatively to recognise and approach complex problems. show flair and creativity in making connections between the ideas of others and their own knowledge and experiences. 		<ul style="list-style-type: none"> can develop their own open-ended questions. work independently and are able to conduct research on the basis of their own ideas. are prepared to use and explore different strategies for learning. actively engage with political, social and economic issues that affect them and those around them. question their own and others' assumptions. show curiosity in their own learning. 		<ul style="list-style-type: none"> enjoy learning and acquiring knowledge, understanding the value of knowledge in transforming the way they see the world. take the initiative in their learning and are always keen to develop and refine their knowledge. have a great and expanding breadth of knowledge, and one which is not necessarily determined or circumscribed by set syllabi. can and do reflect on their knowledge, and have the skills to analyse and synthesise new knowledge. can and do apply their knowledge to understanding the world around them. 		<ul style="list-style-type: none"> show empathy, compassion and respect towards the needs and feelings of others. play a full and active part in the life of their school and wider community. make reasoned, ethical decisions when solving problems. show fairness, honesty and consideration towards others, working with tact and manners. consider the influence of their own and others' beliefs and feelings on decisions and events. understand cultural and social diversity and why they should be respected and valued. 		<ul style="list-style-type: none"> have developed time management skills. understand how to learn taking into account their preferred learning styles. are able to analyse by identifying components of problems and issues. can make connections between subjects, situations and events, seeing coherence, relevance and meaning. learn to enjoy and love learning of its own sake as part of understanding themselves. are accustomed to seeking and evaluating a range of points of view and are willing to grow from the experience. 		<ul style="list-style-type: none"> develop confidence in managing personal and emotional relationships. develop a set of strategies for managing stress and conflict balancing competing pressures where they arise. take appropriate risks in their learning. show perseverance and enjoy the challenge of difficulties. find learning opportunities in both success and failure. approach unfamiliar situations and change with courage and forethought. 	
Sport	Productions & recitals	Clubs	Enrichment days	Trips	Exchanges	DoE	Prefects & Responsibilities	Service	Work related learning	House events	Careers		

Enrichment Day 1 – Friday 16th October 2015

YEAR 7

Danbury Outdoor Centre (off-site) Miss Brown

Students participate in a series of activities to develop their sense of teamwork and to strengthen their leadership skills. This day plays an important part in helping students to settle into CCHS by getting to know each other and their teachers.

YEAR 8

Cryptography (on-site) Mr Steel & Mrs Merchant

This new activity allows students to apply their mathematical and reasoning skills to the challenging world of cryptography. Students have the opportunity to strengthen a range of attributes, including their sense of enquiry.

YEAR 9

Ypres Trip (off-site) Mrs Saw

The preparation for this enrichment activity involves Mr Ian Hook, from the Essex Regiment Museum, giving a talk about the contribution of Essex to the war effort in 1914-18, and the impact that the war had on the local area. Students have the opportunity to handle some original artefacts from the First World War. The next day they travel to Ypres and visit some key sites, such as Tyne Cot and the Menin Gate, to explore issues such as the causes of the First World War, why people joined up and why there were so many casualties. These activities help students to develop important attributes, including being knowledgeable, principled, resilient, enquiring and reflective.

YEAR 10

Cambridge Day (off-site) Mrs Cousins

This established activity is an important experience for students. It allows them to visit colleges of The University of Cambridge. Not only is this valuable in terms of historical and cultural significance, it is also an important moment for students to learn about life in one of our most prestigious higher education institutions.

YEAR 11

International Day (on-site) Mrs Gulliver

This new day of activities is designed to raise students' sense of internationalism. The morning is spent on a range of activities designed to allow students to understand the benefits of language learning. The afternoon involves students engaging in a creative and ambitious activity to design a new language!

YEAR 13

IB Biology Day (on-site) Mr Rowell

This offers Y13 IB students an opportunity to conduct practical work.

PRIMARY

[Able, Gifted & Talented/Challenge Day, English Faculty \(on-site\) Mrs Foley](#)

Up to eighty Years 4-5 girls will spend the day with us, undertaking special activities designed to 'stretch and challenge' them. Our Sixth Form students play a vital role on this day, as learning leaders/ambassadors. As such, these activities provide our senior students with significant leadership development opportunities.

Enrichment Day 2 - Thursday 17th December 2015

YEAR 7

[Maths Team Challenge \(on-site, am\) Mr Mitchell](#)

The Year 7 Maths Team Challenge is an opportunity for students to develop their problem solving skills in a challenging and supportive environment. Students are divided into teams of six and are set a range of different mathematical problems to solve, some of them small problems and some on a larger scale. The teams need to work well together and divide the tasks amongst themselves in order to solve all the problems in the time allocated; therefore, it is an excellent academic enrichment moment, as well as a testament to the place and importance of collaborative learning. Moreover, the competition is also a House event so valuable points can be won here.

[Pantomime \(off-site, pm\) Mrs Foley](#)

Students learn about a form which is at the root of British theatre and understand where some techniques were developed from. They experience a live visit to the theatre and the impact and atmosphere of a live performance. This creative and stimulating activity encourages students to think imaginatively and creatively about what can be achieved in theatre. Students begin to develop the skills of appreciating theatre and being able to discuss how the story was told and begin to form a vocabulary to enable them to discuss what they have seen. Students will later become actively involved in exploring the techniques used to develop their own original piece.

YEAR 8

[Music and Technology Day \(on-site\) Mr McGee, Mrs Williams & Mrs Warner](#)

Students learn how important Science and Mathematics are in Music. They also find out how Art and Technology can promote musical artists. Students improve their team working skills, presenting and communicating with others. They work in groups of eight to make a Samba Band. Students calculate the length of pipe required to produce specific notes. They produce their boom whackers and rehearse a song which has been represented by a very special notation. Students then use their boom whackers to produce a range of notes, working in their bands to design their own special notation and learn a new song. Finally, students present their work in a final performance demonstrating the creativity and team working skills they have developed throughout the day.

YEAR 9

Cultural Day (on-site) Mrs Onuegbu

This is a new activity for Year 9 students, building on the exciting work undertaken by other subjects in the Humanities and Languages Faculties.

YEAR 10

Art Trip (off-site) Mr Harvey

This gallery visit offers a rich learning experience for students, providing many opportunities to explore visual culture and creative ideas. As part of the visit, students develop key skills involved in critically appreciating works of art. Through a focussed exploration of displays, students learn to test their own interpretations of works using a variety of activities from group discussion to individual investigation.

YEAR 11

Cold War Day (on-site) Dr Graham & German Department

Students are introduced to some of the key moments of the Cold War. After an initial overview session, students have the opportunity to choose two workshops from the following: the Cuban Missile Crisis, the impact of the Cold War on Africa, the Stasi, Dance and Sport. In the afternoon, students watch a German film about the Cold War. These activities help students to develop important attributes, including being creative, articulate, knowledgeable, enquiring and reflective.

YEAR 13

IB Physics Day (on-site) Mr Crane

This offers Y13 IB students an opportunity to conduct practical work.

County Court Visit (off-site) Mrs Phillips

Year 13 Psychology students develop their knowledge of studied topics, including aggression, relationships and gender, by applying them to court room behaviour.

Enrichment Day 3 – Wednesday 24th February 2016

YEAR 7

Internationalism Day (on-site) Mr Simonnot

This is a new activity building on the work undertaken by Miss Molyneux with the Olympic Bid Day.

YEAR 8

Roman Culture Day (on-site) Mr Lodge

Students participate in two different activities on this day. Firstly, they design and create their own mosaics, using real ceramic *tesserae*. They will also be involved in sessions run by the Roman Tours re-enactment group, which will bring to life topics such as the life of a Roman soldier, attitudes of Britons under Roman rule and the efficacy of Roman medicine. These activities enable students to develop several of the characteristics of the

Learner Profile. The mosaics will undoubtedly serve as testament to the students' creativity and they will become more knowledgeable during the Roman Tours sessions, and will be afforded the opportunity to reflect upon the new material which they encounter on the day.

YEAR 9

Newspaper Day (on-site) Miss Greenwood

Students create their own group newspaper within the course of a single day. They grow in knowledge of newspaper practice and awareness of ethical considerations in press coverage. Students reflect upon their attitude to contemporary events and enquire into current issues. They have to use artistic, technical and linguistic skills; they cannot succeed without dialogue at every stage, so co-operation and collaboration are essential. Students will also learn to cope with the pressures of meeting a tight deadline.

YEAR 10

Scrapheap Challenge (on-site) Mr Crane

This activity is aimed at developing key learner profile attributes including creativity, resilience and enquiry. On the day, students design, build, test and evaluate a small device made from 'junk' materials provided to them in the science labs. They apply knowledge from physics and chemistry lessons in order to succeed. Within a team, they must design the device and produce a poster to explain the design and how it will work. There is an element of competition as they will be competing with other groups to make their device meet the criteria as closely as possible.

Model United Nations (on-site) Dr Graham

Students will have been allotted their countries in the weeks prior to this half day event. They have to find out key facts about their country and prepare to get into role for a Model United Nations Security Council meeting. A crisis scenario is presented to them and they have to draw up their response and then work towards a solution. This is a great opportunity for everyone involved to find out about international relations generally, and specific countries in detail. Students also develop their public speaking and diplomacy skills.

YEAR 11

Future Education Day (off-site) Dr Huckvale

Students visit The University of East Anglia to learn about the opportunities and demands of higher education. This activity is a significant part of our careers provision for senior students, a reflection of our determination to prepare girls for the school-university transition.

YEAR 13

Science Day (on-site) Mr Rowell & Dr Noble

This is an opportunity for a selected group of students to rework their AS practical science tasks.

PRIMARY

Able, Gifted & Talented/Challenge Day, Music (on-site) Mr McGee

Up to eighty Years 4-5 girls will spend the day with us, undertaking special activities designed to 'stretch and challenge' them. Our Sixth Form students play a vital role on this day, as learning leaders/ambassadors. As such, these activities provide our senior students with significant leadership development opportunities.

Enrichment Day 4 – Thursday 9th June 2016

YEAR 7

Normandy Trip (off-site) Mrs Gulliver

This is a three-day trip to Normandy, designed to enable students to practise the language they have been learning throughout the year. Students have a series of 'missions' to undertake, such as visiting a café and buying and writing a postcard. There are also cross-curricular activities relating to the work of the Impressionists for Art and castle-building relating to William the Conqueror for History.

YEAR 8

Fingringhoe Trip (off-site) Dr Pratt

Students visit the Fingringhoe Nature, Colchester reserve to study and compare the biodiversity of 4 acres, including two different aquatic ecosystems. This links in with their study of ecology in Year 8 Biology lessons. It involves sampling techniques and the use of identification keys. Students need to think about why the biodiversity of the two areas differ from each other. The underlying themes of the trip are to develop both teamwork and independence.

YEAR 9

Theatre Workshop and Visit (on-site am; off-site pm) Mrs Foley

Students experience a live visit to the theatre. This creative and stimulating activity encourages students to work imaginatively and creatively in collaborative contexts, generating, developing and communicating ideas. Students build on their understanding of theatre and develop further skill to appreciate and critically analyse performance in depth. The live experience supports them in furthering their ability to articulate a personal response using dramatic terminology.

YEAR 10

Bath Trip (off-site) Mr Lodge

This activity enhances students' knowledge of Bath, in both the Roman and Regency periods. Due to the distance, we stay overnight in a city centre youth hostel ready to begin activities early the next morning. Students undertake a tour of the city, with a particular focus on Jane Austen, but also taking in a number of other topics, such as Georgian architecture and daily life during the Regency period. They also visit the Roman Baths, including the Baths Museum; this gives a detailed overview of the working of the baths, as well as painting a picture of daily life in Roman Britain and the meshing of these two cultures. The visit includes a teaching session, giving further

insight into Roman Bath and the opportunity to handle Roman objects found at the site. In particular, it is hoped that this visit will make students more knowledgeable about the history and culture of Bath, enquiring in their approach to these new places and reflective about what they have learned.

PRIMARY

[Able, Gifted & Talented/Challenge Day, Mathematics \(on-site\) Mrs Merchant](#)

Up to eighty Years 4-5 girls will spend the day with us, undertaking special activities designed to 'stretch and challenge' them.

Enrichment Day 5 - Friday 15th July 2016

YEAR 7

[CREST Discovery Day \(on-site\) Mrs Williams](#)

CREST Discovery focuses on fun, teamwork and transferrable skills. Students will spend the day researching, designing and making a prototype of a device which could aid people living in remote areas - designing a product with a real-life context. CREST Discovery requires students to demonstrate skills including: problem-solving, independent learning, organisation, teamwork and communication. This is a fantastic introduction to the other CREST Award opportunities offered by the School.

YEAR 8

[Globe Tour \(off-site\) Miss Greenwood](#)

As part of their study of a Shakespeare play, students visit the Globe theatre, receiving a guided tour and introduction to theatrical practice of the period. They participate in relevant workshops, including acting and such elements as costume design. Students grow in knowledge of Elizabethan theatrical conventions. They reflect on the links between their academic study and dramatic presentation. Students explore the social conditions of the time. They have a chance to act and to pose questions to actors. This visit gives students increased confidence in dealing with a challenging text, alongside understanding of cultural, social and ethical changes over time.

YEAR 9

[Peer Led Sex Education and Citizenship Day \(on-site\) Mrs Cousins](#)

This is a significant day for Year 9 students because of the central role played by Year 12 students. The Sixth Form students chair a series of workshops, in which appropriate PSHE-related topics are discussed. Guest speakers also visit to provide further guidance and information.

YEAR 10

[Dragons' Den Activity \(on-site\) Mr Moore](#)

This is an all-day activity designed to develop all of the learner profile attributes from creativity, in designing a product that will be judged by external business experts (dragons), to presentation skills, where students have to be articulate to "pitch their

product". It requires good organisation and careful time-keeping if the students want to succeed. To cap it all, there are prizes given for the best teams of the day.

YEAR 12

IB Chemistry Day (on-site) Dr Noble

This offers Y12 IB students an opportunity to conduct practical work.

Shakespeare Day (on-site) Dr Alsop

This offers students a day of cultural immersion in relation to the work of William Shakespeare, with opportunities to read, reflect and perform.

PRIMARY

Able, Gifted & Talented/Challenge Day, Science (on-site) Dr Pratt

Up to eighty Years 4-5 girls will spend the day with us, undertaking special activities designed to 'stretch and challenge' them. Our Sixth Form students play a vital role on this day, as learning leaders/ambassadors. As such, these activities provide our senior students with significant leadership development opportunities.

Other Enrichment Opportunities

SCHOOL PROJECT

UCAS Day - Dr Huckvale

Several guests visit the school to address Year 12 students on a number of university-related topics, including application, interview and study skills. A menu of workshops is provided to students, who can then personalise their day through their workshop choices.

NATIONAL SCHEMES

The Combined Cadet Force - Mr McGee

The Combined Cadet Force (CCF) offers CCHS students an opportunity to develop their leadership potential, team working skills and personal discipline through an incredible range of activities. Throughout the year drill nights are used to teach everything from drill to weapon handling, map and compass to camp craft, with students taking the lead in teaching students. Twice a year the students have an opportunity to attend camps, providing further learning experiences and challenges that will allow those attending to test themselves against a busy schedule of activities, which in recent years have included mountain biking, rafting, live firing, mountain climbing, first aid training and the highlight of each camp, the 24hr exercise, which sees students needing to be totally self-sufficient whilst out on exercise.

EXCHANGES

French Exchange - Mrs Gulliver

Students in Years 9 to 12 have the opportunity to spend a week, during July, in France. This involves students staying with a family and developing a sense of independence,

whilst broadening their knowledge of French life and culture, as well as improving their knowledge and use of the French language.

German Exchange - German Department

The Years 9 and 10 German Exchange plays a very important part in the curriculum, both for the German school and our school. Our students stay with their host families in Germany, for a week in March, and are fully immersed in the language and life of the country. Not only do they have the opportunity to experience every day family life in Germany and to speak the language on a daily basis, but they are also able to learn more about Germany's history and culture, through visits to the school and taking part in lessons, and through trips to various places of interest such as Rothenburg (a typical German medieval town), Stuttgart (incorporating a visit to the Daimler Benz museum or chocolate factory) and Heidelberg (Germany's Oxbridge equivalent university town). Our Year 12 students have the opportunity to spend the time working in a German company. This is extremely useful in preparation for their IB and A level exams, since part of the topic vocabulary they need is based on the world of work, as well as for their UCAS applications, and also for themselves as individuals to broaden their horizons and to form links with companies in Germany which might be useful to them in the future.

Italian Exchange - Mrs Adams

The Italian Exchange is now well established and offers those in the Sixth Form the opportunity to stay with students from our partner school, Liceo Canova, in Treviso close to Venice. The visit offers a valuable opportunity for girls studying Italian to develop their confidence and broaden their understanding of Italian culture, which forms an important element of the IB course. However, the trip is also open to all students who wish to enjoy the chance to visit Venice and the nearby towns of Padova and Vicenza. All the Italian students attend a specialist language school so they have very good English. CCHS students and their families host in March of Year 12 and return to Italy in October of Year 13.

CULTURAL ENRICHMENT

Year 8 Rhineland Trip - German Department

The visit to the Rhineland, in June, is a German and Geography cross-curricular trip, organised by the German Department. Students visit various places of interest to learn about the Geography of this famous region of Germany, to practise the language, and to experience German culture. They will take part in the following activities which are all valuable experiences:

- Visit of a medieval castle
- Experience the Rhine from a chair lift and a Rhine boat trip
- Conduct interviews in German
- Visit the old capital of Germany (Bonn) and the German museum there to learn about the history of East/West Germany
- Learn about the Rhine floods and the place where the Rhine and Mosel meet (Deutsches Eck)
- Visit Rudesheim and the music museum

The visit supports the three school aims, as it contributes towards being independent and culturally enriched learners and towards them gaining more knowledge about Germany and its people.

[Year 10 Berlin Trip - Dr Graham](#)

This is a new trip for Year 10 students, which will be run in July.

Mr Lawlor, July 2015