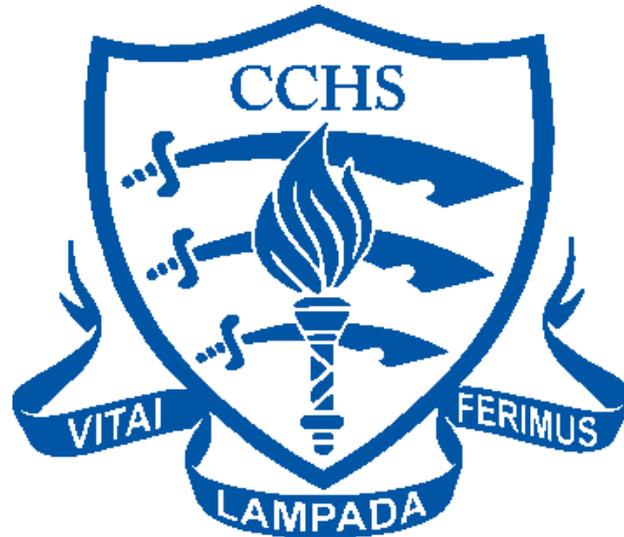


# Chelmsford County High School for Girls



## Year 9

# Curriculum Support Booklet

## for Parents

## 2015/16



# 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 non-profit 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**

As in Years 7 and 8, your daughter is undertaking a broad, rich and challenging programme of study in Year 9. At times this can be quite daunting both for her and for you. A homework timetable will be issued to tell you when subject teachers will be setting work. 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 9:

English	5	Maths	6		
Biology	2	Chemistry	2	Physics	2
French	4	German	4	Latin	3
Geography	3	History	3	RS	2
Art	2	Computing	2	Music	2
PE	4	Drama	2	Technology	2

Mr S Lawlor  
Deputy Headteacher

Mrs M French  
Assistant Headteacher

Mrs K Adams  
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.

<b>Subject</b>	<b>Resources</b>
English	English texts including Talking Heads, Lord of the Flies, Carol Ann Duffy, Dr. Who books, The Merchant of Venice. Dictionary and Thesaurus. Grammar and quotation books.
Mathematics	Books on algebra, formulae, equations, as well as Oxford Maths study books.
Biology	Microbiology and plant books. Vegetable and fruit growing books.
Chemistry	Atoms, compounds and metals books. Air and water pollution.
Physics	A key book 'A Brief History of nearly Everything' is available for students as well as other key Physics texts.
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	'The Secrets of Vesuvius' by Caroline Lawrence and 'Pompeii' by Robert Harris. Ancient Rome books including Cicero and Caesar. Latin dictionaries.
Geography	European Union books. Books on and set in India including 'Wild Swans' by Jung Chang. Books on environmental changes including climate change and water shortage.
History	Books on both World Wars. Key African history books.
Religious Studies	World religions books. 'Northern Lights' by Philip Pullman.
Design Technology	Fashion books through the ages. Electronics and sewing books. Resistant materials and design books. Advertising effectiveness in the media.
Computing	Excel basics and advanced as well as books on other software. Access to computers.
Music	Books on Elgar and other composers. Music theory books.
PE	Biographies of famous sports people. Olympics and other sports activity books.
Drama	Books and films of plays showing different genres of drama.
Art	Henry Moore, Picasso, Antony Gormley, E. H. Gombrich books. Impressionism, realism and surrealism books. Artists and Illustrators Magazine.

## 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.</i>

	<i>Jekyll and Mr Hyde, 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 GCSE. 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.

**Below is a list of the assessment units to be undertaken by Year 9**

Year 9 Assessments		
1	Speaking and Listening	<b>Dramatic monologue</b> in the style of <i>Talking Heads</i>
2		<b>Persuasive speech</b> – debate or public speaking
3	Reading	<b>Response to drama:</b> analysis of <i>Talking Heads</i> dramatic monologue technique ( <i>Soldiering On</i> )
4		<b>Response to Shakespeare:</b> study of episodes from one play
5		<b>Response to novel:</b> literary essay on presentation of dystopia in <i>Lord of the Flies</i> or <i>Animal Farm</i>
7	Writing	<b>Narrative writing</b> based upon response to picture (Breughel or another choice)
8		<b>Non-fiction writing:</b> from year 9 examination

9		<b>Script writing</b> – the script used in (1)
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# MATHEMATICS

AUTUMN	SPRING	SUMMER
<p><b><u>Section I</u></b></p> <ul style="list-style-type: none"> <li>• Laws of indices</li> <li>• Algebraic formulae</li> <li>• Standard form</li> <li>• Cumulative frequency and box plots</li> <li>• Comparing data sets</li> </ul> <p><b><u>Section II</u></b></p> <ul style="list-style-type: none"> <li>• Sequences</li> <li>• Surface area and volume</li> <li>• Factorising quadratics</li> <li>• Solving simple quadratic equations</li> <li>• Trigonometry (Pythagoras)</li> </ul>	<p><b><u>Section III</u></b></p> <ul style="list-style-type: none"> <li>• Straight line equations</li> <li>• Algebraic graphs</li> <li>• Combinations of probabilities</li> <li>• Geometric sequences</li> <li>• Linear simultaneous equations</li> </ul> <p><b><u>Section IV</u></b></p> <ul style="list-style-type: none"> <li>• Repeated percentage change and reverse percentage</li> <li>• Linear inequalities</li> <li>• Inequality graphs</li> <li>• Circle theorems</li> <li>• Transformations</li> </ul>	<p><b><u>Section V</u></b></p> <ul style="list-style-type: none"> <li>• Functions</li> <li>• Further laws of indices</li> <li>• Enlargement of area and volume</li> <li>• Moving averages</li> </ul>

## **GENERAL EQUIPMENT**

- ❖ Good quality drawing instruments, including a pair of compasses and transparent ruler and protractor
- ❖ 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>  
<http://www.mathworld.wolfram.com>  
<http://www.pass.maths.org.uk/>

**Texts:** Oxford Mathematics Study Dictionary (F. Tapson)  
 Oxford Maths Challenges (T. Gardiner)  
 Math Hysteria (I. Stewart)  
 1089 and all that (D. Acheson)

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 the section test. We also begin the GCSE course this year.

Section	OPPORTUNITIES TO HELP
A	<p>Support with numbers in standard form would be very useful, especially as we would like to spend more time exploring standard form in other subjects and other areas of interest. For example:</p> <ul style="list-style-type: none"> <li>▪ Look at the SI prefixes for very small and very large numbers, comparing them to the standard form.</li> <li>▪ Find examples of numbers in standard form in encyclopaedias to convert them to normal digits.</li> <li>▪ Reading the calculator manual to see how to use this efficiently for standard form numbers – trying some calculations to see how big a number can be before a calculator cannot cope anymore.</li> </ul>
B	<p>We can only start to give a flavour of the wonderful world of trigonometry in this section and we will be revisiting this for the next 5 years. There is a lot that we cannot cover and we often feel that the students would like to know more and are capable of taking more on board at this stage.</p> <p>Therefore, start by looking at the Histories of Trigonometry on the excellent Nrich website – hopefully, with the excellent links, this will be just the start!</p> <p><a href="http://nrich.maths.org/6843">http://nrich.maths.org/6843</a>   <a href="http://nrich.maths.org/6853">http://nrich.maths.org/6853</a>  <a href="http://nrich.maths.org/6908&amp;part=">http://nrich.maths.org/6908&amp;part=</a></p>
C	<p>The origins of probability are inexorably linked with playing games (and often with gambling). It would be useful to spend time looking at chance and probability in games – the specific games will depend on your sensitivities to gambling but it would be worthwhile to talk about the problems with playing games such as these:</p> <ul style="list-style-type: none"> <li>▪ the national lottery</li> <li>▪ card games</li> <li>▪ board games</li> </ul> <p>there are many sources available if you want to look at specific probabilities for any of these (for example – what is the chance of landing on “Free Parking” in Monopoly?)</p>
D	<p>Geometric transformations are a rich area to investigate and we often feel that we do not have time to delve into it in as much detail as we would like. In particular, we would like you to look at the connections between Art and Mathematics, using transformations. Good places to start are the Nrich articles and puzzles:</p> <p><a href="http://nrich.maths.org/7002">http://nrich.maths.org/7002</a>   <a href="http://nrich.maths.org/7023">http://nrich.maths.org/7023</a>  <a href="http://nrich.maths.org/6987">http://nrich.maths.org/6987</a>.</p> <p>In addition, look at wallpaper pattern transformations, perspective in Art and enlargements in scale drawing (which may help in the next section of work).</p>
E	<p>We start looking at 3D coordinates in this section and would like to extend our teaching to give a flavour of the variety of coordinate systems that are available. In our programme of study we cover the “Cartesian Coordinate system” (the familiar x and y axes) and only ever get the mention polar coordinates in Year 13 Further Maths! We don’t even get a chance to talk about Longitude and Latitude, or coordinates in space.</p> <p>To start your investigating try:</p> <p><a href="http://mathworld.wolfram.com/CoordinateSystem.html">http://mathworld.wolfram.com/CoordinateSystem.html</a></p> <p>Or <a href="http://en.wikipedia.org/wiki/Coordinate_system">http://en.wikipedia.org/wiki/Coordinate_system</a> (the only wiki reference we give but the information is excellent and comprehensive)</p>

## BIOLOGY

Unit	Possible support activities
1. <b>microbiology</b>	<ul style="list-style-type: none"> <li>• Cultivate a mould garden – orange peel, tea and bread into a clear (see-through) container and leave for a couple of weeks. Experiment with different environmental conditions – moisture, heat or light.</li> <li>• Bake products with yeast in it – bread.</li> <li>• Grow mushrooms.</li> <li>• Review claims by disinfectants and antiseptics - look at active ingredients.</li> <li>• Look up the role of Jenner, Lister and Salk with vaccination.</li> </ul>
3. GCSE	<p>Students will start studying GCSE Biology in the Spring term.</p> <p>They will be studying the AQA GCSE Biology course. This course is changing this year and may contain new content.</p> <p>Useful GCSE Science resources include BBC Bitesize and the Skool.co.uk websites.</p>
General science. Experiments you can do at home.	<ul style="list-style-type: none"> <li>• There are many websites online that give examples of experiments that can be done at home to develop scientific understanding further.</li> <li>• One is : <a href="http://www.planet-science.com">http://www.planet-science.com</a> This is a website for parents and teachers. In the area marked <b>sci-teach</b> 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.</li> </ul>

## PHYSICS

UNIT	OPPORTUNITIES TO HELP
<b>GENERAL</b>	<ul style="list-style-type: none"> <li>• This is an important year as we commence the GCSE course at the start of Year 9.</li> <li>• To further your daughter's enthusiasm for this subject, we recommend they dip into some of the Physics related chapters of Bill Bryson's 'A Brief History of Nearly Everything'. It is very entertaining, well explained and above all accessible.</li> <li>• There are various revision websites out there, <a href="http://www.s-cool.co.uk">www.s-cool.co.uk</a> is particularly good for both explanation and revision.</li> </ul>
<b>WAVES AND COMMUNICATIONS</b>	<p><a href="http://www.physics.umd.edu/ripe/icpe/newsletters/n34/marshmal.htm">http://www.physics.umd.edu/ripe/icpe/newsletters/n34/marshmal.htm</a> this link gives you instructions for finding the speed of microwaves using a microwave oven and marshmallows – it also works with chocolate buttons!!!</p>
<b>ELECTRICITY AND ENERGY RESOURCES</b>	<p>The Physics department subscribes to <a href="http://www.furryelephant.com">www.furryelephant.com</a> , this unlikely sounding website contains excellent self study and interactive resources on electricity as well as nuclear physics – user name cchs; password curie</p>
<b>HEAT TRANSFER</b>	

# CHEMISTRY

UNIT	OPPORTUNITIES TO HELP
<b>Atomic structure</b>	Research when the different parts of the atom were first discovered.
<b>Limestone and its uses</b>	Research the uses of limestone and compounds derived from limestone Investigate the chemistry behind cement Investigate the chemistry involved in glass manufacture
<b>Metals</b>	Consider the issues involved in the location of a blast furnace, including transport costs, environmental costs, labour costs etc. If possible arrange a trip to a blast furnace Look at the steelmaking resources on the Corus website (see below for link) Research phytomining Investigate the recycling of used metals, how has the changed over the last 30 years?
<b>Air</b>	Investigate air pollution
<b>Crude oil and their uses.</b>	Read up on alternative fuels for use in vehicles at <a href="http://www.energyquest.ca.gov/transportation/index.html">http://www.energyquest.ca.gov/transportation/index.html</a>

## Useful websites include:

[www.bbc.co.uk](http://www.bbc.co.uk)

[en.wikipedia.org](http://en.wikipedia.org)

<http://resources.schoolscience.co.uk/Corus/14-16/steel/index.html>

## Useful TV programs and DVD's include:

Brainiac

The living planet.

Chemistry, a volatile history

# FRENCH

- Each topic listed will be **introduced and studied in class**, most of the topics have been encountered in Years 7 or 8, some of the structures are revision and some will be new this year.
- Parents often ask how they can support their daughter's French, particularly listening and pronunciation. Students often feel that they need to consolidate their understanding of grammar.
- The activities listed below are intended to be used consolidation and support if needed.
- There are also opportunities for students to develop their vocabulary and their knowledge of French Life and Culture through the extended reading activities.
- All of the activities are entirely **optional**.

TOPIC	STRUCTURES	OPPORTUNITIES TO HELP
Self Family and Friends a) Describing your family and friends b) Describing family relationships	Present tense verbs (regular and irregular) Adjectives (regular and irregular) Reflexive verbs	<b>Websites:</b> * <a href="http://www.zut.org.uk">www.zut.org.uk</a> - year 9 Who am I? <a href="http://www.languagesonline.org.uk">www.languagesonline.org.uk</a> - Present tense and Verb Busters, reflexive verbs, Adjectives <b>**Ecoute et parle unité 1</b> Pronunciation practice <b>**Tu comprends unité 1</b> Listening practice
Leisure a) Discussing your hobbies b) Describing a book or film c) Discussing what you used to do when you were little	Imperfect tense Revision of Perfect tense Use of perfect/imperfect Comparative and Superlative adjectives	<b>Websites:</b> * <a href="http://www.zut.org.uk">www.zut.org.uk</a> -year 8 belonging to a club <a href="http://www.languagesonline.org.uk">www.languagesonline.org.uk</a> - Perfect tense, Imperfect tense, Verb busters, Using the Perfect and Imperfect tenses <b>Ecoute et parle unité 2 and 3</b> Pronunciation practice Practice of imperfect tense <b>Tu comprends unité 2 and 3</b> Practice of perfect tense Listening practice for leisure and imperfect tense <b>Activities:</b> P46-7 Extended reading. Find out about Winter Sports, Famous French people and the French Impressionists.
School and future plans, option choices	expressing future intentions aller, j'ai l'intention de, j'espère, je veux + infinitive expressing obligation modal verbs il faut, pouvoir, vouloir, devoir	<b>Websites:</b> * <a href="http://www.zut.org.uk">www.zut.org.uk</a> -year 9 Jobs and year 8 School <a href="http://www.languagesonline.org.uk">www.languagesonline.org.uk</a> - Le Futur Proche <b>Ecoute et parle unité 4</b> Pronunciation practice Discussing option choices <b>Tu comprends unité 4</b> Listening practice for School (imperfect tense recognition) and Future Plans. <b>Activities:</b> P60-61 Extended reading, Cartoon Strip, Famous French people and Poetry.
Holidays, Accommodation and Weather	future tense consolidation of all tenses mixing tenses listening to and recognising different tenses	<b>Websites:</b> <a href="http://www.zut.org.uk">www.zut.org.uk</a> - Year 9 Holidays, Future Holidays and Camping, Youth Hostel, Hotel <a href="http://www.languagesonline.org.uk">www.languagesonline.org.uk</a> - The Future tense, Time phrases and tenses, various Grammar points – time phrases <b>Ecoute et parle unités 5 et 7</b> Pronunciation practice, listening practice,

	relative pronoun qui/ que direct and indirect object pronouns y, en time expressions	Conversation practice <b>Tu comprends unités 5 et 7</b> Listening practice for weather and accommodation <b>Activities:</b> Textbook P 75 and P104-105 Extended reading Investigate Futuroscope website <a href="http://www.futuroscope.fr">www.futuroscope.fr</a>
Health and Illness	imperfect and perfect tenses expressions with avoir adverbs imperatives	<b>Websites:</b> * <a href="http://www.zut.org.uk">www.zut.org.uk</a> - Year 8 Parts of the Body <a href="http://www.languagesonline.org.uk">www.languagesonline.org.uk</a> - As before for tenses and time expressions <b>Ecoute et parle unité 6</b> Pronunciation practice, listening practice, Conversation practice <b>Tu comprends unité 6</b> Listening practice <b>Activities:</b> Textbook P88-89 Extended reading

\*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
Jobs and future plans  <u>Grammar:</u> Future tense Conditional Revision of wollen	- All students should be able to talk about their future career plans and job options, giving reasons for their choices.	Talk about jobs and advantages and disadvantages of different jobs to help them develop their own opinions.  Vocabulary learning: support by testing and revising relevant vocabulary.
Health  <u>Grammar:</u> Prepositions with the dative case Reflexive verbs with the direct object	- All students should be able to name the different parts of the body and describe illnesses. - They will take part in role plays with a doctor, saying which illness or injury they are suffering from. - To talk about health and fitness.	Talk about healthy eating and keeping fit.  <a href="http://www.languagesonline.org.uk">www.languagesonline.org.uk</a> is a good website for vocabulary practice see Logo 2 units for this topic
Literature	- To introduce students to longer passages of German through a variety of comprehension activities, thereby including more general themes.	To encourage students to take out German language films from the school library and watch in German with English subtitles if necessary.
SPRING TERM		

<p>Clothes</p> <p><u>Grammar:</u> Adjective endings</p>	<ul style="list-style-type: none"> <li>- All students should be able to name and describe clothes</li> </ul>	<p>Help with vocabulary learning support by testing and revising relevant clothes vocabulary</p> <p><a href="http://www.yjc.org.uk">www.yjc.org.uk</a> is a good website with exercises to practise vocabulary</p>
<p>Party</p> <p><u>Grammar:</u> Revision of adjective endings Revision of the perfect and future tenses The use of dass</p>	<ul style="list-style-type: none"> <li>- All students should be able to describe the preparations for a party and describe a disastrous party.</li> </ul>	<p>Help with vocabulary learning support by testing and revising relevant party vocabulary</p>
<p>Lost property</p> <p><u>Grammar:</u> To revisit adjective endings and cover in more detail.</p>	<ul style="list-style-type: none"> <li>- To be able to report a loss and describe an item</li> </ul>	<p>Help with vocabulary learning support by testing and revising relevant lost property vocabulary</p>
<p>Clothes (in more detail than earlier in the term)</p> <p><u>Grammar:</u> Prepositions with the dative and the accusative cases</p>	<ul style="list-style-type: none"> <li>- All students should be able to describe clothes in some detail.</li> <li>- They will take part in role plays buying clothes and giving and seeking opinions.</li> </ul>	<p>Help with vocabulary learning support by testing and revising relevant clothes vocabulary</p>
<b>SUMMER TERM</b>		
<p>German history concentrating on Germany since the Second World War</p> <p><u>Grammar:</u> The imperfect tense</p>	<ul style="list-style-type: none"> <li>- All students should have a historical knowledge of Germany since the Second World War and be able to talk about them in German.</li> </ul>	<p>Talk about recent German history, dealing with stereotypes and the major changes that Germany has experienced in recent history.</p>
<p>German history newspaper project</p>	<ul style="list-style-type: none"> <li>- Students will undertake some independent research and then write a short story reporting the events leading up to the fall of the Berlin wall from the perspective of a GDR citizen</li> </ul>	<p>Talk about eastern Europe prior to 1989 and look at videos online detailing events leading up to the fall of the Berlin wall. You tube has some good short videos to watch.</p>

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

# LATIN

Ecce Romani Chapter	Topic	Activities/Opportunities to help
<b>Ecce Romani 2</b>		
20. Murder	Principal Parts Reinforcement of Perfect and Imperfect tenses	Choose ten verbs and compose a table of their principal parts. VLE – Ecce Romani Stories – Story 20 activities.
21. A Restless Night		Make a chart of all tense endings learnt so far. Practise chanting endings.
22. From the Inn to Rome	Dative nouns	Make a recording of yourself chanting group 1, 2 and 3 nouns, load it onto your i-pod, and listen to it each morning on the way to school. VLE – Ecce Romani Stories – Story 22 activities.
23. At the Porta Capena	The Future tense	Practise reciting –bo, -bis, -bit, -bimus, -bitis, -bunt and –am, -es, -et, -emus, -etis, -ent endings. Read through story 23 writing down each verb identifying person and tense.
24. Always Tomorrow	The Pluperfect tense	Practise reciting –eram, -eras, -erat, -eramus, -eratis, -erant. Make flashcards of all tenses learned so far.
Rome Project	Investigating the city of Rome	Encourage students to learn more about the city of Rome by reading some of the cultural background information on the Cambridge School Classics Project website: <a href="http://www.cambridgescp.com/Lpage.php?p=clc^oa_book4^stage31">www.cambridgescp.com/Lpage.php?p=clc^oa_book4^stage31</a>
25. First Morning in Rome	Group 4 and 5 nouns	Make a poster of group 1-5 nouns with the endings highlighted. Make flashcards of all noun groups.
26. A Grim Lesson	hic and ille	Cut up a copy of the hic and ille table, then rearrange into the correct order.
Vesuvius Project	Translating an extract from Pliny's description of the eruption of Vesuvius	Investigate Pliny the Elder and Pliny the Younger: <a href="http://www.livius.org/pi-pm/pliny/pliny_e.html">www.livius.org/pi-pm/pliny/pliny_e.html</a> <a href="http://www.strangescience.net/pliny.htm">http://www.strangescience.net/pliny.htm</a> <a href="http://www.bbc.co.uk/history/historic_figures/pliny_the_younger.shtml">www.bbc.co.uk/history/historic_figures/pliny_the_younger.shtml</a> ! Read the letter in full: <a href="http://www.eyewitnesstohistory.com/pompeii.htm">www.eyewitnesstohistory.com/pompeii.htm</a> <i>Investigate the history of Mount Vesuvius:</i> <a href="http://ancienthistory.about.com/od/pompeii/p/MtVesuvius.htm">ancienthistory.about.com/od/pompeii/p/MtVesuvius.htm</a> <i>Read The Secrets of Vesuvius by Caroline Lawrence and Pompeii by Robert Harris.</i>
27. A Visit to the Races		Learn more about the Circus Maximus: <a href="http://www.vroma.org/~bmcmanus/circus.html">www.vroma.org/~bmcmanus/circus.html</a> Watch the chariot race from Ben Hur to get an idea of the scale of the Circus Maximus and speed of the races. Identify features previously learned about.
Supported Self Study Project	Completing an individual work booklet	Ensure students are recording the completion of their work in their booklet. Ensure they are setting themselves homework after each lesson. Assist students in vocabulary learning.
Vocabulary	Students will be expected to learn vocabulary for each Ecce Romani chapter and for assessments each term. Parents can ensure their learning is as effective as possible by:	<ul style="list-style-type: none"> <li>• Ensuring they record vocabulary in their vocabulary books</li> <li>• Encouraging them to make links between languages, finding derivatives from Latin</li> <li>• Encouraging them to experiment with different ways of learning vocabulary (flashcards, pictures, rhymes etc)</li> <li>• Encouraging them to test themselves using the Quizlet website or mobile app.</li> <li>• Regularly testing them</li> <li>• Encouraging them to look over previous vocabulary at regular intervals</li> </ul>

# 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 Himalaya (book and/or DVD series)

Exploring perspectives of Asia (box of fiction books kept in the School Library)

Human Planet (BBC Series)

USGS <http://earthquake.usgs.gov/learn/kids/> or <http://www.usgs.gov/>

Gapminder: <http://www.gapminder.org>

Worldmapper: <http://www.worldmapper.org>

## Year 9 Geography Curriculum Overview

<p>AUTUMN TERM 1</p>	<p><b>Plate Tectonics Theory and Earthquakes</b>  Structure of the Earth  Plate Tectonics Theory and continental drift  The 4 major plate boundaries  Causes and measurement of earthquake events  Extended written consideration of the factors affecting earthquake impacts</p>
<p>AUTUMN TERM 2</p>	<p><b>Volcanoes and Supervolcanoes</b>  Types of volcanoes  Formation of supervolcanoes  Potential impacts of a supereruption at Yellowstone  Volcano hazard management</p>
<p>SPRING TERM 1</p>	<p><b>Exploring Asia and China</b>  Consideration of the Physical and Human Geography variations between countries  China's Physical Geography  China's Human Geography  China's impacts on the UK and Africa</p>
<p>SPRING TERM 2</p>	<p><b>Exploring India</b>  India's Physical Geography  India's Human Geography  Critical analysis of media / Hollywood portrayals of India – a comparison with reality</p>
<p>SUMMER TERM 1</p>	<p><b>Ethics and the Global Economy</b>  The Global Fashion Industry – ecosystem damage  The Global Fashion Industry – employment inequality and issues  Ethical business practice  Fair Trade</p>
<p>SUMMER TERM 2</p>	<p><b>Environmental Challenges</b>  Group research and presentations into the following issues and events:  Chernobyl, Bhopal, Deepwater Horizon disasters  Water Wars, Climate Change, Overfishing</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
WWI	Imperial War Museum Trip to the Somme battlefield
India	British Museum Victoria & Albert
WWII	Imperial War Museum Duxford – also special events Cabinet War rooms Dover castle American cemetery Madingley National Memorial Arboretum
Holocaust	Imperial War Museum
Africa	British Museum Victoria and Albert <a href="http://www.visitlondon.com/maps/multicultural_london/african/">http://www.visitlondon.com/maps/multicultural_london/african/</a>

## RELIGIOUS STUDIES

UNITS	OPPORTUNITIES TO HELP
1. The relevance of belief in the modern world and the ideology of Humanism	<p><b>Read:</b> The Dawkins Letters (challenging atheist myths) by David Robertson. This challenging read will reward the determined. Dialogue between those who see religion as relevant and those who oppose it.</p> <p><b>Visits:</b> <a href="http://www.sikhcybermuseum.org.uk/">http://www.sikhcybermuseum.org.uk/</a> Visit the Sikh online museum to find out how it considers itself relevant to the modern world and where its beliefs stem from. You may care to visit a Gurdwara; locations of Sikh temples can be found on this site. Visitors are welcome. The Horniman Museum: <a href="http://www.horniman.ac.uk/exhibitions/current_exhibition.php?exhib_id=19">http://www.horniman.ac.uk/exhibitions/current_exhibition.php?exhib_id=19</a> The centenary collection gives a lovely taster to the varieties and nature of belief It is also a fantastic cross curricular activity for Geography, History, Science, Art and Music. Go there if you were too busy in year 7. <i>Horniman Museum</i>, 100 London Rd, London, SE23 3PQ</p>
2. New Religious movements	<p><b>Read:</b> Northern Lights by Philip Pullman. He is a Humanist and he features on their website which we consider discussing the morality of characters in his book.</p>
3. Buddhism	<p><b>Websites:</b> <a href="http://www.humanism.org.uk/education/students-">http://www.humanism.org.uk/education/students-</a> This is the website for the Humanist association. They believe you can be ethical without religion. There are a range of issues to explore from their point of view.</p> <p><b>Read:</b> <i>Sophie's World</i> Explores the history of philosophical ideas for children. Through it there runs a mystery.</p>
4. Comparative religions	<p><b>Websites:</b> Watch the panorama coverage about the sinister behaviour of the church of Scientology. Is this a fair media portrayal? Should the 'church's' activities be restricted? <a href="http://news.bbc.co.uk/panorama/hi/front_page/newsid_9032000/9032278.stm">http://news.bbc.co.uk/panorama/hi/front_page/newsid_9032000/9032278.stm</a></p> <p><b>Read:</b> <i>World Religions</i> by John Bowker. An informative and interesting exploration of the 'great faiths'</p>
5. Spirited Arts	<p><b>Visit:</b> The Museum of London and see if you can find the part that religion played in shaping the capital. Remember the gunpowder plot? Museum of London, London Wall, London EC2Y 5HN</p> <p><b>Websites:</b> Visit the interactive website <a href="http://www.buddhanet.net/budzine.htm">http://www.buddhanet.net/budzine.htm</a> The page on the wheel of life is interesting <a href="http://www.buddhanet.net/wheel1.htm">http://www.buddhanet.net/wheel1.htm</a></p> <p>Tate Modern and The British Museum are great venues for exploring the way that faith has been expressed in the arts</p>

## 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	OPPORTUNITIES TO HELP
Graphics	Food and Packaging	<p>Consider the different methods of packaging baked goods. Look at the way the food is presented and the information that is displayed. How does the information help us make informed choices?</p> <p>Software used by school:- Techsoft 2D Design</p> <p>Student licences are available for use on home computers. This software can be used at home via the portal.</p>
	Food Technology	<p>Encourage your daughter to help prepare family meals and look at healthy alternatives which could be swapped into recipes. They will need to be able to wash up by hand therefore; practicing at home would be beneficial.</p>
	Advertising	<p>Discuss adverts on T.V., billboards and at Point of Sale in shops. Consider what makes them effective, or ineffective.</p>
Electronics	Identification of Components	<p>If you have an old appliance such as a mobile phone or alarm clock, disassemble it and try to identify some of the parts. Are there any components that can be individually recognised?</p>
	Soldering	<p>Maplin Electronics (shops located in Chelmsford, Lakeside, Brentwood, Westcliff and online at <a href="http://www.maplin.co.uk">www.maplin.co.uk</a>) sell cheap soldering kits and self assembly projects which could be fun to do at home to practise the fine motor skills required for this activity.</p>
Textiles	Hand sewing and embellishment	<p>Most people have a basic sewing kit at home. Let your daughter mend buttons and hems to practice her skills. If you have any hand embroidery equipment at home, beads, sequins etc, please encourage your daughter to practice using these.</p>
	Machine sewing	<p>If you have a machine, please let your daughter have access to this for her doorstep project.</p>
	Basic construction and material identification	<p>Collect scraps of suitable materials for appliqué and embellishment.</p>
	Door stop and Textile products analysis	<p>Look at any textile products in the home and take photographs. Collect images from the internet and magazines of doorstops and similar items for a mood board and inspiration.</p>

## ICT

UNIT	OPPORTUNITIES TO HELP
Analysis and Report Writing	<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"> <li>• 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)</li> </ul>
Task 1	<p>Software Used by School: Microsoft Excel            Free alternative: Calc (OpenOffice.org) / Google Docs / School Portal</p> <p>The second task focuses on producing a spreadsheet to calculate costs, etc. Students have a significant amount of experience in working with this program but should be encouraged to check that they are showing all the required information.</p> <ul style="list-style-type: none"> <li>• If you use spreadsheets at work discuss this with them paying particular attention to what data you put in and what you are looking to get out of the spreadsheet.</li> </ul> <p>Having students discuss how their final workbook covers each of the desired outcomes will ensure they do not miss any marks.</p>
Task 2	<p>Software Used by School: Microsoft Publisher            Free alternative: Impress (OpenOffice.org) / Google Docs / School Portal</p> <p>Task 3 is focused on making a Leaflet.            Simplicity is the key to success; students should be encouraged to keep the leaflet as simple as possible whilst still fulfilling all criteria. No additional marks are awarded for complexity or attractiveness of the final presentation of the leaflet.</p> <ul style="list-style-type: none"> <li>• Having students discuss how their final presentation covers each of the desired outcomes will ensure they do not miss any marks.</li> <li>• At this stage a students will have generated a significant amount of work. Organisation of files and folders along with ensuring that they are working on the most current version of documents is essential. Please encourage students to maintain ordered files and hopefully avoid emailing files to and from school as this often results in lost work.</li> <li>• If students have issues or appear unduly preoccupied / stressed by their work please contact Mr Steel so problems can be solved and stress alleviated as soon as possible.</li> </ul>
Theory Revision	<p>The most important way to prepare for the final written exam is by completing all available past papers. These are available for download from the VLE (vcchs.co.uk). In addition the VLE has a range of other useful revision material. Other useful websites include teach-ict.com and bbc.co.uk/Bitesize. A text book will be provided once all controlled assessment (course work) has been completed.</p>

# MUSIC

UNIT	OPPORTUNITIES TO HELP
1, 2 20 <sup>th</sup> century music	<p><b>Websites:</b>  <a href="http://www.classicalmusic.about.com">www.classicalmusic.about.com</a>  <a href="http://library.thinkquest.org/15413/history/history-mod.htm">http://library.thinkquest.org/15413/history/history-mod.htm</a></p> <p><b>Visits:</b></p> <ul style="list-style-type: none"> <li>• ‘Edward Elgar Museum’ the birthplace of the great English composer Edward Elgar, located in Worcester.</li> </ul> <p><b>Books, TV &amp; Films:</b></p> <ul style="list-style-type: none"> <li>• <a href="http://journals.cambridge.org/action/displayJournal?jid=TCM">http://journals.cambridge.org/action/displayJournal?jid=TCM</a></li> <li>• Magazines such as Q, Rock band, mojo</li> </ul> <p><b>Listening</b></p> <ul style="list-style-type: none"> <li>• Listen to any music from the composers below. Radio 3 might be a starting point or the CCHS cd collection.</li> <li>• Use itunes or spotify as a way in to listening</li> <li>• Access radio 3 or itunes’ free podcasts</li> </ul> <p><b>Research composers such as – Glass, Reich, Cage, Schoenberg, Webern, Berg, Nyman, Adams, Ives</b></p>
3. Pop Song	<p><b>Websites:</b>  <a href="http://www.pop-music.com">http://www.pop-music.com</a>  <a href="http://www.bbc.co.uk/music/genres/popandchart">http://www.bbc.co.uk/music/genres/popandchart</a>  <a href="http://www.bbc.co.uk/learningzone/clips/composing-a-pop-song/5337.html">http://www.bbc.co.uk/learningzone/clips/composing-a-pop-song/5337.html</a>  <a href="http://www.bbc.co.uk/learningzone/clips/harmonising-a-pop-song/4891.html">http://www.bbc.co.uk/learningzone/clips/harmonising-a-pop-song/4891.html</a>  <u>BBC Learning Zone Class Clips – this section of the BBC website has an extensive range of video clips to aid pop song writing.</u></p> <p><b>Visits</b>            Go to a Music festival  <a href="http://www.efestivals.co.uk/">http://www.efestivals.co.uk/</a></p> <p><b>Listening</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.xfm.co.uk">www.xfm.co.uk</a></li> <li>• <b>FreeRadio.tv/Radio+Pop+Music</b></li> <li>• Access itunes free podcasts</li> <li>• Spotify for free music</li> </ul>
4. Music and Media	<p><b>Website</b>            BBC website has many useful links            Musicians vs record companies - who owns the music?  <a href="http://www.musicforthemedia.com/mftm/">http://www.musicforthemedia.com/mftm/</a>  <a href="http://www.mediamusicuk.com/">http://www.mediamusicuk.com/</a></p> <p><b>Software</b>            Cubase, Sibelius, Reason, Logic are great programs for getting into the composing side of music and media</p>
	<p><b>Visits:</b></p> <ul style="list-style-type: none"> <li>• 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:            Royal Festival Hall            Queen Elizabeth Hall            Wigmore Hall            Albert Hall (esp the Prom season. Tickets come as cheap as a few pounds!)            The Barbican</li> </ul>

Performance	<p><b><u>Support</u></b> Practise throughout the holidays and listening to professional recordings of the same instrument.</p> <p><b><u>Visits</u></b> Going to performance recitals to hear professionals play your chosen instrument.</p>
Composition	<p><b><u>Activities</u></b> <b>Have a go at composing some short pieces maybe a verse or a chorus to a song.</b> <b>Learn the basics of notes names and time – signatures and key signatures.</b></p> <p><b><u>Books</u></b> <b><u>Understanding Music Theory - Goldberger</u></b> <b><u>Theory Time grade 3,4,5 – David Turnbull</u></b></p> <p><b><u>For all of the above maybe a Music Summer Course might be an idea try visiting:</u></b></p> <p><a href="http://www.summer-schools.info/cgi-bin/course.cgi?Theme=music">http://www.summer-schools.info/cgi-bin/course.cgi?Theme=music</a></p>

Other modules include: **The Class Concert**

## PHYSICAL EDUCATION

UNIT	OPPORTUNITIES TO HELP
1. Netball	<p><b><u>Websites:</u></b>  <a href="http://www.mavericksnetball.co.uk">www.mavericksnetball.co.uk</a>  <a href="http://www.englandnetball.co.uk">www.englandnetball.co.uk</a>  <a href="http://www.netballeast.org.uk">www.netballeast.org.uk</a>  <a href="http://www.east-essex-county-netball.org.uk">www.east-essex-county-netball.org.uk</a>  <a href="http://www.netballfun.com">www.netballfun.com</a>  <a href="http://www.intosport.com">www.intosport.com</a></p> <p><b><u>Visits:</u></b> To watch Mavericks and/or England Netball.</p> <p><b><u>Clubs:</u></b>            Eastwood Netball Club – Philippa Pitts 01702 582919            Brookshaw Netball Club – Trina Ayre 07729606782            Chelmsford Netball Club            etc</p> <p><b><u>TV:</u></b>            Sky Sports - Superleague and National Netball matches shown regularly.            - Commonwealth Games Glasgow 2014</p> <p><b><u>Activities:</u></b></p> <ul style="list-style-type: none"> <li>• Watch Netball games on the TV or live.</li> <li>• Watch the school teams play at lunchtime or afterschool.</li> <li>• Practise your netball skills, throwing, catching and shooting.</li> <li>• Practise your movement skills, sprinting, changing direction, jumping.</li> </ul>

2. Hockey	<p><b>Websites:</b>  <a href="http://www.englishhockey.co.uk">www.englishhockey.co.uk</a>  <a href="http://www.greatbritainhockey.co.uk">www.greatbritainhockey.co.uk</a></p> <p><b>Clubs:</b>  Chelmsford Hockey Club - <a href="http://www.chelmsfordhc.org.uk">www.chelmsfordhc.org.uk</a>  Brentwood Hockey Club – <a href="http://www.brentwoodhockey.com">www.brentwoodhockey.com</a>  Basildon Hockey Club  Southend Hockey Club – <a href="http://www.southendhc.com">www.southendhc.com</a>  Colchester Hockey Club – <a href="http://www.colchesterhc.org.uk">www.colchesterhc.org.uk</a>  Old Loughtonians Hockey Club– <a href="http://www.oldloughtonians.co.uk">www.oldloughtonians.co.uk</a>  Upminster Hockey Club - <a href="http://www.upminsterhc.co.uk">www.upminsterhc.co.uk</a></p> <p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Practise dribbling a ball with your stick.</li> <li>• Practice taps up on your stick.</li> <li>• Practise your hitting and pushing.</li> </ul>
3. Swimming	<p><b>Websites:</b>  <a href="http://www.britishswimming.org">www.britishswimming.org</a>  <a href="http://news.bbc.co.uk/sport1/hi/olympics/swimming">http://news.bbc.co.uk/sport1/hi/olympics/swimming</a>  <a href="http://www.eastswimming.org">www.eastswimming.org</a>  <a href="http://www.essexswimming.org">www.essexswimming.org</a></p> <p><b>Clubs:</b>  Basildon SC - <a href="http://www.basildonswimmingclub.com">www.basildonswimmingclub.com</a>  Basildon Phoenix SC - <a href="http://www.phoenixbasildonsc.org">www.phoenixbasildonsc.org</a>  Chelmsford SC - <a href="http://www.chelmsfordswimmingclub.org.uk">www.chelmsfordswimmingclub.org.uk</a>  Colchester SC - <a href="http://www.colchester-swimming.org">www.colchester-swimming.org</a>  Runnymede SC - <a href="http://www.runnymedesc.co.uk">www.runnymedesc.co.uk</a>  Witham Dolphins - <a href="http://www.witham-dolphins.org.uk">www.witham-dolphins.org.uk</a>  Woodham SC - <a href="http://www.woodhamswimmingclub.org.uk">www.woodhamswimmingclub.org.uk</a></p> <p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• You should be able to swim at least 50m on your front and back with good technique.</li> <li>• Go swimming regularly as a family.</li> <li>• Join a club or attend lessons.</li> <li>• Practise your swimming techniques.</li> </ul>
4. Gymnastics	<p><b>Websites:</b>  <a href="http://www.eastgymnastics.org.uk">www.eastgymnastics.org.uk</a>  <a href="http://www.britishsports.com/gymnastics.htm">www.britishsports.com/gymnastics.htm</a></p> <p><b>Clubs:</b>  South Essex Gymnastics Club - <a href="http://www.southessexgym.co.uk">www.southessexgym.co.uk</a>  Carousel Gymnastic Club</p> <p><b>Books, TV &amp; Films:</b>  Watch Commonwealth &amp; other International coverage on the TV.</p> <p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Practise your forward and backward rolls out into straddle or pike.</li> <li>• Practise your handstands, headstands, walkovers, arabsprings and cartwheels.</li> <li>• Improve your flexibility by stretching everyday.</li> <li>• Practise core strength exercises.</li> <li>• Improve your posture by sitting and standing correctly – No slouching.</li> <li>• Join a club or attend lessons and courses.</li> </ul>
5. Dance	<p><b>Websites:</b>  <a href="http://www.essexdance.co.uk">www.essexdance.co.uk</a></p> <p><b>Films &amp; TV:</b>  Billy Elliot  Swan Lake – Matthew Bourne version and English Ballet</p>

	<p>Strictly Come Dancing</p> <p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Join clubs and attend classes.</li> <li>• Practise your school dances at home.</li> <li>• Improve your flexibility by stretching everyday.</li> <li>• Listen to music and count the 8 beats.</li> </ul>
6. Athletics	<p><b>Websites:</b></p> <p><a href="http://www.englandathletics.org.uk">www.englandathletics.org.uk</a></p> <p><a href="http://www.ukathletics.net">www.ukathletics.net</a></p> <p><a href="http://www.esaa.net">www.esaa.net</a></p> <p><a href="http://www.olympics.org.uk">www.olympics.org.uk</a></p> <p><a href="http://www.london2012.com">www.london2012.com</a></p> <p><b>Clubs:</b></p> <p>Chelmsford Athletics Club – <a href="http://www.chelmsfordac.org.uk">www.chelmsfordac.org.uk</a></p> <p>Basildon Athletics Club – <a href="http://www.basildonathleticsclub.co.uk">www.basildonathleticsclub.co.uk</a></p> <p>Braintree &amp; District Athletics Club – <a href="http://www.braintreeanddistrictac.co.uk">www.braintreeanddistrictac.co.uk</a></p> <p>Colchester and Tendering Athletics Club – <a href="http://www.cat-ac.co.uk">www.cat-ac.co.uk</a></p> <p>Colchester Harriers Athletic Club – email <a href="mailto:lynn.holden@btinternet.com">lynn.holden@btinternet.com</a></p> <p><b>TV:</b></p> <p>Coverage on BBC and other channels of athletics.</p> <p>Coverage of the Olympics and Commonwealth Games.</p> <p>Coverage of the ESAA Track and Field Championships – Sky TV</p> <p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Join a club.</li> <li>• Go to watch athletic competitions at your local club.</li> <li>• Practise your running technique for sprinting and middle distance.</li> <li>• Practise throwing a tennis ball like a javelin.</li> <li>• Practise your throwing technique using a cloth.</li> </ul>
7. Tennis	<p><b>Websites:</b><a href="http://news.bbc.co.uk/sportacademy/hi/sa/tennis/skills">http://news.bbc.co.uk/sportacademy/hi/sa/tennis/skills</a></p> <p><a href="http://www.lta.org.uk">www.lta.org.uk</a></p> <p><a href="http://www.chelmsfordtennis.org.uk">www.chelmsfordtennis.org.uk</a></p> <p><a href="http://www.essextennis.org.uk">www.essextennis.org.uk</a></p> <p><a href="http://www.intosport.com">www.intosport.com</a></p> <p><b>Clubs:</b></p> <p>Brentwood Lawn Tennis Club – <a href="http://www.brentwood-tennis-club.co.uk/">http://www.brentwood-tennis-club.co.uk/</a></p> <p>Brentwood Hardcourt Tennis Club - <a href="http://www.brentwoodtennis.co.uk">www.brentwoodtennis.co.uk</a></p> <p>Chelmsford Tennis Club –</p> <p>Braintree Lawn Tennis Club - <a href="http://www.braintreeltc.co.uk">www.braintreeltc.co.uk</a></p> <p>Colchester Phoenix Tennis Club - <a href="http://www.phoenix-tennis-club.org.uk">www.phoenix-tennis-club.org.uk</a></p> <p>Great Baddow Lawn Tennis Club - <a href="http://greatbaddow.wordpress.com/">http://greatbaddow.wordpress.com/</a></p> <p><b>TV:</b></p> <p>BBC coverage of Wimbledon</p> <p>Sky TV and Eurosport coverage of Tennis Grand Slams</p> <p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Play tennis as a family or with your friends or siblings.</li> <li>• Practise your strokes and serve against a wall.</li> <li>• Join a club or attend lessons.</li> </ul>
8. Rounders	<p><b>Websites:</b></p> <p><a href="http://www.nra-rounders.co.uk">www.nra-rounders.co.uk</a></p> <p><a href="http://www.letsplayrounders.com">www.letsplayrounders.com</a></p> <p><a href="http://www.roundersonline.net">www.roundersonline.net</a></p> <p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Practise throwing and catching skills.</li> <li>• Play Rounders as a family.</li> <li>•</li> </ul>

9. Football	<p><b>Websites:</b>  <a href="http://www.essexfa.com">www.essexfa.com</a>  <a href="http://www.thefa.com/womens">www.thefa.com/womens</a></p> <p><b>Visits:</b>  Trip to Women's FA Cup Final or Ladies International matches</p> <p><b>Clubs:</b>  Chelmsford City Ladies FC – <a href="http://www.chelmsfordcityladiesfc.co.uk">www.chelmsfordcityladiesfc.co.uk</a>  Colchester United Ladies FC – <a href="http://www.culfc.co.uk">www.culfc.co.uk</a>  Brentwood Town Ladies FC – <a href="http://www.btffc.co.uk">www.btffc.co.uk</a>  Writtle Minors Girls FC – <a href="http://www.clubwebsite.co.uk/writtleminorsgirls">www.clubwebsite.co.uk/writtleminorsgirls</a></p> <p><b>TV:</b>  Football coverage is on lots of TV channels.</p> <p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Practise dribbling with the ball.</li> <li>• Practise shooting and passing the ball against a wall or with someone.</li> <li>• Watch live matches locally or at professional clubs.</li> <li>• Join a local club.</li> </ul>
10. General Fitness & Sport	<p><b>Websites:</b>  <a href="http://www.sportsex.com">www.sportsex.com</a>  <a href="http://www.bbc.co.uk/sport">www.bbc.co.uk/sport</a>  <a href="http://www.bbc.co.uk/sportacademy">www.bbc.co.uk/sportacademy</a>  <a href="http://www.uksports.org.uk">www.uksports.org.uk</a>  <a href="http://www.bbc.co.uk/schools">www.bbc.co.uk/schools</a>  <a href="http://www.sportengland.org">www.sportengland.org</a>  <a href="http://www.uksport.gov.uk">www.uksport.gov.uk</a>  <a href="http://www.youthsporttrust.org">www.youthsporttrust.org</a>  <a href="http://www.ukschoolgames.com">www.ukschoolgames.com</a>  <a href="http://www.britishsports.com">www.britishsports.com</a>  <a href="http://www.london2012.com">www.london2012.com</a></p> <p><b>Books &amp; TV</b>  Tour De France  Olympic Coverage  Commonwealth Games  Biographies of famous sports people.</p> <p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Improve overall fitness through different types of aerobic activities eg Cycling, Swimming, Running.</li> <li>• Participate as a family in sports and activities.</li> <li>• Participate in charity events</li> <li>• Commit to your teams/clubs.</li> <li>• Attend outside sport courses, lessons and clubs.</li> <li>• Should be able to run for at least 5-10min.</li> </ul>

**PE Parental Support Activities:**

1. Swimming – 200m with good technique on front and back.
2. Gymnastics – forward roll, backward roll, hand stand into forward roll, arabsprings, forward and backward walkovers and cartwheels.
3. Games – ball skills – throw, catch, kick and strike.
4. Fitness – run and swim continuously for 30-45 minutes – cycle 60 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. Joyride	Read at least one playscript of your choice The school library or your own local library should have a special section for them Notice the use of conventions of script writing.
2. Physical Theatre	Research the following styles/techniques of Physical theatre You can look for images on the internet to see photos of productions where this has been used. Mime artists Slapstick Lazzi Body Propping
3. Hard to Swallow	Find another play based on a true story to read and research Does this make this type of play more powerful?
4. Teechers and multi-role	Read the whole of the John Godber script 'Teechers' to help understand how the multi-role takes place after the initial extract studied in class. Try out moving from one role to another. Consider voice as well as body language.
5. Abstract and props	Research non-naturalistic theatre companies and photos of past productions to give you an idea of what is possible.
6. The Tree	Can you find another script about the environment? Research local environmental projects in your area. Consider/research how theatre can influence change in society.
7. Devising	We will also dip into some answers towards a Section A answer for the GCSE paper as a taster. <a href="http://filestore.aqa.org.uk/subjects/AQA-42401-QP-JUN13.PDF">http://filestore.aqa.org.uk/subjects/AQA-42401-QP-JUN13.PDF</a> This is a sample paper. Look over the Section A questions and consider how you might be able to answer them.
8. TIE response work	You will see 'Perfect' performed by a Theatre in Education company in school this year. What Dramatic techniques did you see used here? What was the effect of these techniques? Can you find a definition for these? Write review of this experience or another experience you have had of seeing live theatre this year.
9. Greek Theatre	Research the origins of Greek Theatre Consider How did it begin? How did it go on to develop? Can you see links between the words the Greeks used for theatrical ideas or items and words we use today?

# ART

UNIT	OPPORTUNITIES TO HELP
1. Portraiture	Useful websites including: Google images National Gallery National Portrait Gallery artnet.com <a href="http://myweb.tiscali.co.uk/speel/group/aandc.htm">http://myweb.tiscali.co.uk/speel/group/aandc.htm</a> Internet sites for artists, craftspeople and designers, and auctions and other events.
2. Seed Pods	In the Autumn term we will be looking at Seed Pods. Cross Curricular Links with Science. Other useful artists to look at based on this theme might include: Paul Beckman
3. Illustration	Summer term – Different style of drawing – Illustration.  Books: on the Art – Illustration now Artist Lauren Childs
4.	CD-ROMs. Computers used independently in school and at home, to provide continuity of learning and experience including a scanner, as it supports a wide range of creative activities.)
5.	Television: Art programmes, research BBC related programmes to topics covered. Art Publications ie: magazines that feature contemporary Art work.
6.	Activities: Take notes and make drawings in sketch books or on paper relating your work to everyday life.
7.	Visit Galleries: to look at original artworks – visits to museums, heritage sites and commercial outlets.
8.	Attend art courses/workshops. For example: The Curwen Print centre in Cambridge offer excellent weekend and holiday workshops <a href="http://www.curwenprintstudy.co.uk">http://www.curwenprintstudy.co.uk</a> There are many local galleries such as Firstsite in Colchester that offer free workshops to students. <a href="mailto:Info@firstsite.uk.net">Info@firstsite.uk.net</a> <a href="http://www.firstsite.uk.net">www.firstsite.uk.net</a> .
9.	(Cross curricular): History, the period in which an artwork was made and any external influences, English, biography of the artist/craftsperson, keywords and terminology, Geography, the country of origin of a work.
10.	See the 'Help your child discover' website (DfES) for activities in: <a href="#">creative design</a> .
All of the above help to create a visual and cultural environment for students that will enhance their art and design creativity and thinking, whether in lessons or beyond the classroom at home.	