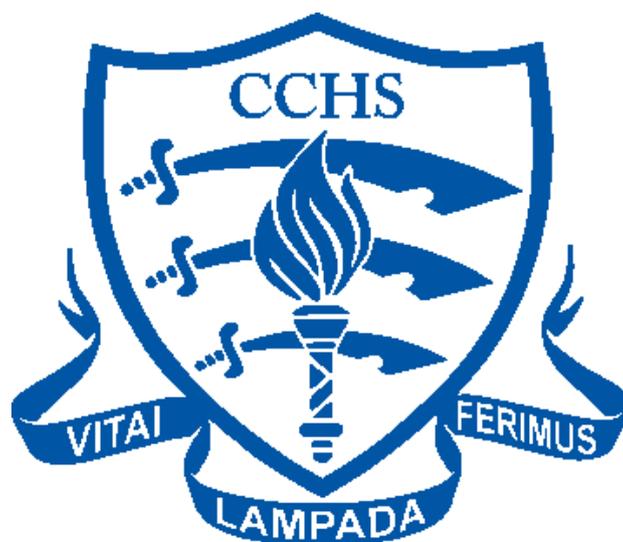


# Chelmsford County High School for Girls



## Year 8

# Curriculum Support Booklet

## for Parents

## 2019/20



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# 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
- Enrichment: deep challenge, e.g. Enrichment Day activities
- Overarching: cohesive challenge, e.g. Internationalism activities
- Excellence: examination challenge, e.g. GCSEs and A levels
- 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 a personalised programme of advanced study in the Sixth Form. 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. 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 bringing together images and viewpoints to create insights into science and culture.

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

### **Sport**

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

<http://www.youthsporttrust.org>

## **Introduction**

Your daughter will be studying 16 subjects this year. At times this can be quite daunting both for her and for you. We have devised Parental Support Activities to complement the work undertaken in lessons and to give you a variety of ways in which you can support and develop your daughter. The Parental Support Activities are organised by subject and split into individual units within each subject. They are certainly not compulsory. Indeed, it would be very useful to have your feedback to know which activities proved useful and whether there are other activities that you feel support your daughter's learning in addition. We hope you feel them a helpful way to become further involved in your daughter's learning. The following table outlines the number of lessons in each subject that your daughter will be studying in Year 8:

English	7	Maths	7	Music	2
Biology	2	Chemistry	2	Physics	2
French	3	German	3	Latin	4
Geography	3	History	3	RS	2
PE	4	Computer Science	2		
Drama	2	Art	2		

**Mrs E. Ledwidge**  
Deputy Headteacher

**Mrs M. French**  
Deputy Headteacher

**Miss F. Harrison**  
Year Leader

## LIBRARY

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

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

# ENGLISH

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

SECTION	OPPORTUNITIES TO HELP
1. Checking of written work for accuracy	The school recommends that students have access at home to a large dictionary, preferably one with encyclopaedia entries as well (such as <i>The Oxford Dictionary of English</i> ) and a large thesaurus organised in alphabetical order, and that these are used in checking written work prior to submission.
	The most prevalent mistakes are those of sentence grammar. Regular reading will help students to absorb grammar rules.
	There is comprehensive advice on spelling, punctuation and grammar on the VLE.
2. Homework time	<p>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.</p> <p>Generally speaking, if students are asked to complete a task within a set time limit, it is neither desired nor useful for them to spend any longer on it.</p>
3. Reading	We expect all students at CCHS to read a wide range of challenging fiction and non-fiction in their spare time. Students in Year 7 should always have a reading book in their bag, as they will have opportunities to read in lessons and in library time.
<u>Fiction</u>	<p><u>The School Library</u> Our library contains a fantastic selection of books for all ages and tastes. New books are added every term, and our librarians are always open to requests and suggestions for new purchases.</p>
	<p><u>Bookshops</u> Chelmsford has no shortage of quality bookshops, with Waterstones and Foyles both on the High Street. The charity bookshops are also excellent places to shop, particularly Oxfam on the High Street and the Community Bookshop opposite the library.</p>
	<p><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</p>
	The reformed GCSE courses for English Literature and Language that began in September 2015 place emphasis on 'classic' texts that are part of the English canon, such as <i>Pride and Prejudice</i> , <i>A Christmas Carol</i> , <i>Great Expectations</i> and <i>Dr. Jekyll and Mr Hyde</i> . Starting to read at least some of the shorter older texts will help students prepare to engage with this kind of literature.

<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. Enjoyment of all parts of the curriculum will be bolstered by a good understanding of the conventions of theatrical performance and of current and classic cinema offerings. Theatre trips can be very expensive – keep an eye out for ‘National Theatre Live’ events which stream theatre shows into local cinemas including the Everyman and the Odeon cinemas in Chelmsford Town Centre.
4. Television	In addition to watching programmes with a literary element, it is useful to watch documentaries and non-fiction programmes such as ‘Planet Earth’.
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. Students should strive to keep their work and notes as neat and well-presented as possible. Nice new stationery is always a welcome gift!
6. Speaking and Listening	Students will be expected to contribute ideas vocally in every lesson. Students will also have plenty of time to practice group discussion and presenting to larger audiences. Speaking skill and confidence is assessed at GCSE level and is extremely valuable at school and beyond.
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.

### Year 8 Timeline

week 1	Introduction
week 1 - 8	Glenvale project - persuasive and comment writing / Speaking & Listening
week 9-15	Chaucer and Middle English verse romances
week 16-21	Detective Fiction
week 22-30	Shakespeare: Macbeth or Twelfth Night
week 33- 34	Rhineland Trip
week 35	Multicultural fiction
week 26 - 40	Travel Writing

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

TERM	TASK TYPE	CONTENT
Autumn	Baseline	TA from Year 7
	Writing	<b>Comment writing</b> on Glenvale
	Speaking & Listening	<b>Debate or persuasive speech</b> in Glenvale unit

	Writing	<b>A Canterbury Tale</b> based on Chaucer's pilgrim's prologues
	Reading	<b>Response to genre - detective fiction:</b> analysis of the conventions of the genre
<b>Spring</b>	Writing	<b>Narrative writing:</b> detective story following the conventions of this genre
	Reading	<b>Response to Shakespeare:</b> <i>Twelfth Night</i> or <i>Macbeth</i> literary essay
<b>Summer</b>	Writing	<b>Language analysis</b> of extract: exam comprehension
	Reading	<b>Travel writing unit: response to travel writing</b> – comprehension style analysis of travel writing extracts
	Writing	<b>Travel writing/multicultural fiction</b> – humorous account of journey, transformation of factual info into travel brochure using generic conventions

## MATHEMATICS

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

### **GENERAL EQUIPMENT**

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

### **GENERAL RESOURCES**

Web sites: <http://nrich.maths.org/public/index.php>  
<http://www.cut-the-knot.org/index.shtml>

Texts: Oxford Mathematics Study Dictionary (F. Tapson)  
Oxford maths Challenges (T. Gardiner)

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

SECTION	OPPORTUNITIES TO HELP

A	Experience of different types and uses of statistical charts would be beneficial: newspapers, the news and websites such as <a href="http://www.statistics.gov.uk/">http://www.statistics.gov.uk/</a> Many sites relating to sport display a great deal of statistics to interpret.
B	Experience in observing different uses of 3D drawing would be beneficial. This includes design plans (such as an architect) and art (such as the use of perspective in Renaissance art and the work of M. C. Escher).
C	In this section, we do some work on learning the operations of the calculator. However, we cannot go over all aspects of every calculator in detail. A tedious, but important task is to spend some time with your calculator and the reference manual and learn some of the operations.
D	Experience of the use of percentages in different contexts will be beneficial. This includes: <ul style="list-style-type: none"> <li>• In the newspapers and on the news</li> <li>• On food packaging</li> <li>• In the shops – sales and % amounts free</li> </ul> Discuss percentages when you see these in your daily lives.
E	We often find that the students have difficulty with the topic of bearings: this is often due to a lack of experience beyond knowing NESW. If you have the skills to use a compass and find bearings, then this would be a beneficial experience. In addition, it would also be beneficial to encounter probabilities in a number of contexts, such as: <ul style="list-style-type: none"> <li>• Playing simple games of chance (e.g. in Monopoly, what are the chances of landing on Pall Mall from start)</li> <li>• Looking at chance in card games</li> <li>• Looking at chance displayed as odds</li> <li>• Discussing the use of probability in weather forecasts.</li> </ul>

## BIOLOGY

UNIT	OPPORTUNITIES TO HELP
Body Systems	<ul style="list-style-type: none"> <li>• Sign up to Revitalise website. This is an <b>Online Personal Health Management System</b> website that is subscribed to by the school.</li> </ul> <p>All pupils of CCHS and their families can sign up and get health and advice on diet, weight management and health and fitness regimes.</p> <ul style="list-style-type: none"> <li>• Visit <a href="http://www.ophms.com/cchs.aspx">http://www.ophms.com/cchs.aspx</a> From there you can sign up and get a username and password. You will need the code <b>CCHS1</b> to access an account.</li> </ul> <p>There is an online 'calorie' counter that pupils could use as part of doing a food diary in this topic.</p>

2. Variation	<ul style="list-style-type: none"> <li>• Take part in variation surveys and collect data (e.g. on height and handspan and eye colour from other family members)</li> <li>• KS3 Facts of Life <a href="http://www.factsoflife.org.uk/">http://www.factsoflife.org.uk/</a> Good site for students on food, puberty, cells, variation, etc.</li> <li>• Visit Natural History museum and the Darwin centre.</li> </ul>
3. All about Plants	<p>An opportunity to visit open gardens such as RHS Hyde Hall or The Beth Chatto Gardens to look at the range of different types of plants and think about the conditions they live in and the adaptations that they have.</p> <p>Grow plants from seed, e.g. beans or sunflowers and make observations about their growth rate. Possibly grow them in different positions (light intensities) Record their growth Plot graphs of growth rate.</p> <p>Keep an eye on the news/ science media for information about plants such as attempts to produce GM crops that are more productive in order to feed the growing world population.</p>
General science. Experiments you can do at home.	<ul style="list-style-type: none"> <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>

## CHEMISTRY

UNIT	OPPORTUNITIES TO HELP
Chemical reactions 2	<ul style="list-style-type: none"> <li>• Survey uses of metals in the home.</li> <li>• Rust survey &amp; methods of preventing rusting, e.g. on a bicycle or car.</li> </ul>
Particles 2	<ul style="list-style-type: none"> <li>• Review work from year 7 using the following website <a href="http://www.bbc.co.uk/education/subjects/znxytd">http://www.bbc.co.uk/education/subjects/znxytd</a></li> <li>• Look at a model of Brownian motion at <a href="http://www.aip.org/history/exhibits/einstein/essay-brownian.htm">http://www.aip.org/history/exhibits/einstein/essay-brownian.htm</a></li> </ul>
Chemical reactions 3	<ul style="list-style-type: none"> <li>• If possible, make sherbet and consider the causes of the tingling feeling when it is placed on the tongue.</li> <li>• Investigate the formation and problems involved with acid rain.</li> <li>• Advantages (and disadvantages) of using antacids.</li> </ul>
Materials 2	<ul style="list-style-type: none"> <li>• Why are iron &amp; steel so popular?</li> <li>• If on holiday in Yorkshire you could visit Magna museum <a href="http://www.visitmagna.co.uk/">http://www.visitmagna.co.uk/</a></li> <li>• Help to sort the family recycling and compare the amounts of different types of recyclable materials. Compare the amount of</li> </ul>

	recycling with the amount of rubbish going to landfill. What percentage of your weekly rubbish now goes to landfill.
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**Useful websites include:**

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

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

[www.horrible-science.co.uk](http://www.horrible-science.co.uk)

**Useful TV programs and DVD's include:**

Brainiac,

The living planet,

How stuff works

## PHYSICS

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

	This school has a very good interactive section on electricity on its website, including experiments to try: <a href="http://homepage.eircom.net/~kogrance/electricity_index.html">http://homepage.eircom.net/~kogrance/electricity_index.html</a>
<b>MAGNETISM</b>	Try making a magnetic compass to find North: <a href="http://www.madsci.org/experiments/archive/860218908.Es.html">http://www.madsci.org/experiments/archive/860218908.Es.html</a>
<b>ENERGY</b>	Another very good read: <a href="#">Killer Energy (Horrible Science)</a>

## FRENCH

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

<b>Topics</b>	<b>Structures</b>	<b>Opportunities to help</b>
School	Irregular verbs dire, lire, écrire, prendre (apprendre, comprendre) Reflexive verbs, vouloir	Ecoute et parle unité 3 Tu comprends? unité 3 <a href="http://www.zut.org.uk">www.zut.org.uk</a> => year 8 => school <a href="http://www.zut.org.uk">www.zut.org.uk</a> year 8 => daily routine <a href="http://www.languagesonline.org.uk">www.languagesonline.org.uk</a> => grammar => verb busters => year 7 irregulars <a href="http://www.languagesonline.org.uk">www.languagesonline.org.uk</a> => grammar => verb busters => present tense irregulars <a href="http://www.languagesonline.org.uk">www.languagesonline.org.uk</a> => grammar => reflexive verbs
Talking in the past	Perfect tense - Irregular verbs with avoir Questions in the perfect Negatives in the perfect Describe a party/ birthday.	Ecoute et parle unité 5 Tu comprends? unité 5 <a href="http://www.languagesonline.org.uk">www.languagesonline.org.uk</a> => grammar => verb busters => perfect tense mixed verbs <a href="http://www.languagesonline.org.uk">www.languagesonline.org.uk</a> => grammar => the perfect tense 4, 5
Transport & holidays	Perfect tense – Verbs which take Etre Reflexive verbs in the perfect Basic imperfect for description Describe a visit to Paris. Describe a holiday.	Ecoute et parle unité 6 Tu comprends? unité 6 <a href="http://www.zut.org.uk">www.zut.org.uk</a> year 8 => grammar => verbs => perfect tense <a href="http://www.languagesonline.org.uk">www.languagesonline.org.uk</a> => grammar => the perfect tense 6-11
Clothing, leisure and arranging to go out.	Comparison of adjectives Direct object pronouns Modal verbs	Ecoute et parle unité 7 and 8 Tu comprends? unité 7 and 8 <a href="http://www.zut.org.uk">www.zut.org.uk</a> year 8 => hobbies <a href="http://www.languagesonline.org.uk">www.languagesonline.org.uk</a> => grammar => adjectives <a href="http://www.zut.org.uk">www.zut.org.uk</a> year 8 => grammar => adjectives
Revision		Any of the above <a href="http://www.languagesonline.org.uk">www.languagesonline.org.uk</a> => topics => year 8 revision <a href="http://www.zut.org.uk">www.zut.org.uk</a> year 8 => revision

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
<p><b><u>Daily routine</u></b></p> <p><u>Grammar:</u></p> <ul style="list-style-type: none"> <li>• Present tense grammar revision</li> <li>• Reinforcing separable and reflexive verbs</li> <li>• Reinforcing past tense of verbs</li> </ul>	<ul style="list-style-type: none"> <li>• All students can talk and write about their daily routine in the present and past tense.</li> <li>• They will be able to understand and use reflexive verbs and separable verbs in the present tense.</li> <li>• Focus also on correct pronunciation, spelling and comprehension of this information. **</li> </ul>	<p>Help students learn the topic vocabulary and verbs.</p> <p><b><u>Websites:</u></b>  <a href="http://www.languagesonline.org.uk">www.languagesonline.org.uk</a> is a useful website for past tense revision – Logo 2 – Perfect Tense for Beginners / Mein Tagesablauf / Beginners – Time Phrases in Sentences</p>
<p><b>Holidays</b></p> <p><u>Grammar:</u></p> <ul style="list-style-type: none"> <li>• Future tense</li> <li>• Word order</li> <li>• Modal verbs</li> </ul>	<ul style="list-style-type: none"> <li>• Students should be able to write and talk about their holidays in the past, present and future tenses, using the correct word order.</li> </ul>	<p>Vocabulary learning: support by testing and revising relevant holiday vocabulary and grammar (small daily amounts).</p> <p>Research popular German holiday destinations on the internet.</p> <p><b><u>Websites:</u></b>  <a href="https://gut.languageskills.co.uk">https://gut.languageskills.co.uk</a> – Beginner – Year 8 – Holidays / Year 9 – Tourism</p>
SPRING TERM		
<p><b><u>Town and Environment</u></b></p> <ul style="list-style-type: none"> <li>• Describing your town</li> <li>• Talking about environmental issues</li> </ul> <p><u>Grammar:</u></p> <ul style="list-style-type: none"> <li>• Comparisons</li> <li>• Use of more complex constructions</li> </ul>	<ul style="list-style-type: none"> <li>• Students are able to write and talk about their town.</li> <li>• They can compare it to a different town (for example Backnang in Germany)</li> </ul>	<p>Vocabulary learning: support by testing and revising relevant vocabulary (small daily amounts).</p> <p>Visit the Backnang website and find out more information about Chelmsford's twin town and the area.</p> <p><b><u>Websites:</u></b>  <a href="http://www.languagesonline.org.uk">www.languagesonline.org.uk</a> – Deutsch – Beginner – Meine Stadt / Logo 3 – Meine Stadt, Mein Wohnort, Die Umwelt</p> <p><a href="https://gut.languageskills.co.uk">https://gut.languageskills.co.uk</a> – Beginner – Year 9 – Environment / Year 10 – Home, town, neighbourhood and region</p>
SUMMER TERM		
<p><b><u>Food and drink</u></b></p> <p><u>Grammar:</u></p> <ul style="list-style-type: none"> <li>• Using opinion phrases and comparatives</li> <li>• Learning <i>I would like</i> in German</li> </ul>	<ul style="list-style-type: none"> <li>• All students should be able to talk about their food preferences in German</li> <li>• They are able to say what they ate for breakfast</li> <li>• They can order food in a restaurant/snack bar.</li> </ul>	<p>Go to supermarkets like Aldi or Lidl and look for examples of German food to eat at home. (There are also German Bratwurst stalls in Colchester and Southend.)</p> <p>Look for German food recipes on the internet.</p> <p>Food vocabulary learning: support by testing and revising relevant vocabulary (small daily</p>

	<i>Students should be able to understand others giving similar information and be able to write and spell this information correctly.</i>	amounts, vocabulary lists will be provided to the students).  <b>Websites:</b> <a href="http://www.languagesonline.org.uk">www.languagesonline.org.uk</a> – Deutsch – Beginner – In der Konditorei / Am Schnellimbiss  <a href="https://gut.languageskills.co.uk/beginner/year7.html">https://gut.languageskills.co.uk/beginner/year7.html</a> - Beginner - Year 7 – Food / Year 8 – Food & Shopping
<b><u>Rhineland trip preparation</u></b> • Role plays • Interviews	<ul style="list-style-type: none"> <li>Students will be able to order food, go shopping, ask for directions and interview people in German.</li> </ul>	Find out information about the Rhineland region.  Practise buying food/clothes and doing interviews.
<b><u>Rhineland trip follow up</u></b>		Offer help with their Rhineland projects.
<b><u>Descriptions</u></b> • Giving opinions of people  • Describing a variety of free time activities and hobbies  <b><u>Grammar:</u></b> • Direct object pronouns	<ul style="list-style-type: none"> <li>Students can give opinions of other people in German, using direct object pronouns.</li> <li>Students can speak and write about their hobbies and those of their families, using correct forms of the present tense.</li> </ul>	Vocabulary learning: support by testing and revising relevant vocabulary (small daily amounts).  <b>Websites:</b> <a href="http://www.languagesonline.org.uk">www.languagesonline.org.uk</a> – Deutsch – Beginner – Wie siehst du aus?
<p>*Teachers will also provide additional vocabulary lists and resources in class, from which parents can also help students revise and learn. Key topic vocabulary can also be found in the Zoom 2 workbook. **(This is true of all topics listed)</p>		

## LATIN

ECCE ROMANI CHAPTER	TOPIC	OPPORTUNITIES TO HELP
Ecce Romani 1		
1. Two Roman Girls	Introduction to Latin	Look at maps of Ancient Italy and the Roman Empire to see some of the major Roman cities and the scale of the Empire. Read books set in the Ancient World: The Roman Mysteries Series - Caroline Lawrence My Stories Series – Jim Eldridge Eagle of The Ninth, The Silver Branch, The Lantern Bearers – Rosemary Sutcliff Ithaka, Troy – Adele Geras Visit a Roman city and explore the legacy: <a href="https://cimuseums.org.uk/visit/venues/colchester-castle/">https://cimuseums.org.uk/visit/venues/colchester-castle/</a> <a href="http://www.stalbansmuseums.org.uk">www.stalbansmuseums.org.uk</a> <a href="http://www.museumoflondon.org.uk">www.museumoflondon.org.uk</a>
2. A Happy Outing	He/They Present Tense Verb Endings	Identify the verbs in stories 1 and 2 and put them into singular and plural columns
3. In the Garden	Singular and Plural Nominative Nouns	VLE – Ecce Romani Stories - Story 3 Subjects and Objects #2 and #3 Make a poster showing the influence of ancient clothing on modern fashion
4. Show-off!	Accusative Singular Nouns	Write some simple English sentences and label the subject, object and verb VLE – Ecce Romani Stories - Story 3 Subjects and Objects #1 VLE – Ecce Romani Stories - Story 4 Subjects and Objects #4
5. At a Loose End		Make a wall chart of the cases learnt so far (Nominative and Accusative) and check it regularly
6. Marcus to the Rescue	Infinitives	Investigate slavery in ancient Rome by reading articles, looking at ancient images and watching video clips from the Cambridge School Classics Project website <a href="https://www.clc.cambridgescp.com/stage/clc/6">https://www.clc.cambridgescp.com/stage/clc/6</a> (scroll to bottom)
7. Bad News	Accusative Plural Nouns	VLE – Ecce Romani Stories - Story 7 Subjects and Objects #1 and #2
8. An Early Rise	Present Tense Verb Endings	Practise reciting -o,-s,-t,-mus,-tis,-nt endings. Get a partner to say an ending at random, whilst you respond with the corresponding person. Investigate the difference between the villa rustica and villa urbana and make a model of either. Visit a Roman villa: <a href="http://www.bignorromanvilla.co.uk">www.bignorromanvilla.co.uk</a> <a href="https://www.nationaltrust.org.uk/chedworth-roman-villa">https://www.nationaltrust.org.uk/chedworth-roman-villa</a> <a href="http://www.sussexpast.co.uk/fishbourne">www.sussexpast.co.uk/fishbourne</a>
9. Goodbye	Ablative Nouns	Add the ablative case to your wall chart. Test yourself on the endings.
10. Departure	Imperatives	Choose a set of imperatives then play a game of magister dicit (aka Simon Says).

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

Planet Earth (BBC Series)

Human Planet (BBC Series)

Exploring Rio de Janeiro:

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

Rocks and Coasts: <http://www.geolsoc.org.uk/ks3/gsl/education/resources/rockcycle.html>

## **Year 8 Geography Curriculum Overview**

<p>SPRING TERM 1</p>	<p><b>Rocks and Rivers</b> Types of rocks (and the formation process) Weathering processes and investigation around CCHS The river long profile (+ Investigation of the Afon Glaslyn) River processes and landforms River flooding – causes and impacts Managing river flooding The River Rhine (further explored during the residential visit to Germany)</p>
<p>SPRING TERM 2</p>	<p><b>Coasts</b> Processes at the coast Landforms of erosion and deposition at the coast Sea level rise – causes and consequences around the world</p>
<p>SUMMER TERM</p>	<p><b>Exploring Africa</b> Challenging stereotypical views and common misunderstandings Physical and Human Geography variations between countries Food security Issues with aid Africa's economic growth and external investment South Africa: case study Sustainable tourism in Africa</p>

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

<p>AUTUMN TERM 1</p>	<p><b>Ecosystems</b> Distribution of biomes around the world Adaptation of plants and animals to climatic conditions Structure of the tropical rainforest Use and abuse of the tropical rainforest Sustainable management of tropical rainforests</p>
<p>AUTUMN TERM 2</p>	<p><b>Exploring South America</b> Countries of South America (location and characteristics) Brazil – Physical and Human Geography characteristics Internal Migration Brazil and the 2016 Olympics</p>

## HISTORY

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

# RELIGIOUS STUDIES

UNITS	OPPORTUNITIES TO HELP
<p><b>1. Religion and Miracles</b></p>	<p>Reliable online resources for Religious Studies can be difficult to find. There are many websites that contain unreliable, biased and sometimes controversial information and viewpoints. As such the following are recommended for use at home and contain resources for all topics studied at KS3.</p> <p><b><u>Websites:</u></b></p> <p><a href="http://www.bbc.co.uk/religion">http://www.bbc.co.uk/religion</a>  <a href="http://www.bbc.co.uk/religion/religions/">http://www.bbc.co.uk/religion/religions/</a>  <a href="http://www.bbc.co.uk/education/subjects/zh3rkqt">http://www.bbc.co.uk/education/subjects/zh3rkqt</a>  <a href="http://world-faiths.com/school-resources/key-stage-3/">http://world-faiths.com/school-resources/key-stage-3/</a></p> <p><b><u>Books:</u></b></p> <p><b>We are all Born Free</b>  <b>by Amnesty International - Quarto Publishing Group UK</b> .            The Universal Declaration of Human Rights was signed on 10th December 1948. It was compiled after World War Two to declare and protect the rights of all people from all countries. This beautiful collection, published 60 years on, celebrates each declaration with an illustration by an internationally-renowned artist or illustrator</p> <p><b>Civil Rights and Equality</b>  <b>by Dan Lyndon - Hachette Children's Group</b>            The Black History series brings together a wide range of events and experiences from the past to promote knowledge and understanding of black culture today. This book looks at the battle against discrimination and segregation, and the growth of the Civil Rights movement.</p> <p><b>Islam: A Very Short Introduction</b>  <b>by <u>Malise Ruthven</u></b>            Islam features widely in the news, often in its most militant versions, but few people in the non-Muslim world really understand the nature of Islam. Malise Ruthven's Very Short Introduction contains essential insights into issues such as why Islam has such major divisions between movements such as the Shi'ites, the Sunnis, and the Wahhabis, and the central importance of the Shar'ia (Islamic law) in Islamic life. It also offers fresh perspectives on contemporary questions: Why is the greatest 'Jihad' (holy war) now against the enemies of Islam, rather than the struggle against evil? Can women find fulfilment in Islamic societies? How must Islam adapt as it confronts the modern world?</p> <p><b><u>Television:</u></b>            BBC One - The Big Questions (Sunday Mornings)            BBC One - Newsround (Daily)</p>

## COMPUTER SCIENCE

UNIT	OPPORTUNITIES TO HELP
Core module	
Inside a PC, Binary and Logic Gates	<p>If you have an old PC at home it would be useful to allow your daughter to take this apart and inspect the different components.</p> <p>Useful websites:  <a href="https://www.lifewire.com/tour-inside-a-desktop-pc-2624588">https://www.lifewire.com/tour-inside-a-desktop-pc-2624588</a>  <a href="https://www.computerhope.com/issues/ch000997.htm">https://www.computerhope.com/issues/ch000997.htm</a>  <a href="https://www.bbc.com/education/guides/zws8d2p/revision/1">https://www.bbc.com/education/guides/zws8d2p/revision/1</a>  <a href="https://www.youtube.com/watch?time_continue=291&amp;v=USCBCmwMCDA">https://www.youtube.com/watch?time_continue=291&amp;v=USCBCmwMCDA</a>  <a href="https://www.youtube.com/watch?v=xnyFYiK2rSY">https://www.youtube.com/watch?v=xnyFYiK2rSY</a>  <a href="https://www.youtube.com/watch?v=ZoqMiFKspAA">https://www.youtube.com/watch?v=ZoqMiFKspAA</a>  <a href="https://www.youtube.com/watch?v=mCq8-xTH7jA">https://www.youtube.com/watch?v=mCq8-xTH7jA</a></p>
Cyber Security and the Law	<p>Read and watch the news to find out what the current themes are in this area. This topic draws upon real-life cyber security case studies, having a strong awareness of the further implication of cyber security vulnerabilities are useful during discussion points.</p>
Text Based Programming using Python - Part 1	<p>Download Python: <a href="https://www.python.org/downloads/">https://www.python.org/downloads/</a></p> <p>Websites containing tutorials and programming tasks:  <a href="http://www.pythonschool.net/">http://www.pythonschool.net/</a>  <a href="https://www.codecademy.com/">https://www.codecademy.com/</a></p>
Turtle Power	
Computer Networks	<p>Students learn how computer networks function and how data travels across different types of networks. It helps to use a road network as an analogy for this topic.</p> <p>Useful websites:  <a href="https://www.youtube.com/watch?v=3QhU9jd03a0">https://www.youtube.com/watch?v=3QhU9jd03a0</a></p>
An Introduction to object oriented programming using Game Maker	<p>Game Maker is a paid for resources and there is not expectation for students to buy a copy; however, there are plenty of YouTube tutorials available online for students to watch and prepare for their lessons.</p> <p>In addition, students should take the time to appreciate the value of the games industry and how the UK plays a huge role in this.</p> <p><a href="https://www.nesta.org.uk/report/a-map-of-the-uk-games-industry/">https://www.nesta.org.uk/report/a-map-of-the-uk-games-industry/</a>  <a href="http://www.wired.co.uk/article/uk-games-industry-4bn">http://www.wired.co.uk/article/uk-games-industry-4bn</a></p>

## MUSIC

Scheme of Work	OPPORTUNITIES TO HELP
<b>Creative Curriculum</b>	<p>Websites:  <a href="http://www.thirteen.org/publicarts/orchestra/">http://www.thirteen.org/publicarts/orchestra/</a>  <a href="http://www.sfskids.org">http://www.sfskids.org</a>  <a href="http://www.playmusic.org">www.playmusic.org</a>  <a href="http://www.philharmonia.co.uk">http://www.philharmonia.co.uk</a>  <a href="http://www.dsokids.com">www.dsokids.com</a></p> <p>Visits:</p>

	<p>'Edward Elgar Museum' the birthplace of the great English composer Edward Elgar, located in Worcester.</p> <p>Books, TV &amp; Films: Watch the Young Musician of the Year on BBC</p> <p>Listening Listen to Prokofiev's 'Peter and the Wolf' or Britten's 'The Young Persons Guide to the Orchestra'. BBC radio 2 BBC radio 3 Classic FM</p>
<b>Performance</b>	The girls will be set practice homework most weeks to support the work they have done in class. With this in mind we would encourage parents to sit with their daughter to provide a friendly critical ear during practice sessions.
<b>Listening and Appraising</b>	The more girls can listen to the better! Any form of music is valid so long as the listening is focused and active rather than passive. They might like to make brief notes on music they particularly enjoy to help them find more music they enjoy and to practice their note taking skills.
<b>Composition</b>	<p>Students will learn increasingly advanced compositional techniques throughout the year, using sophisticated musical technology to help produce advanced musical scores.</p> <p><b>Visits:</b></p> <ul style="list-style-type: none"> <li>• Visit the Fitzwilliam Museum in Cambridge</li> </ul> <p><b>Activities:</b> Listening to the wide variety of Radio stations is always an enriching way of developing a wide general repertoire knowledge. Perhaps choose a station that you would not normally listen to.</p> <ul style="list-style-type: none"> <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:</li> </ul> <p>Royal Festival Hall Queen Elizabeth Hall Wigmore Hall Albert Hall (<b>esp the Proms over the summer season</b>. Tickets come as cheap as a few pounds!) The Barbican</p>

## PHYSICAL EDUCATION

UNIT	OPPORTUNITIES TO HELP – (clubs are just examples – there are many others)
1. Netball	<p><b>Websites:</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.co.uk">www.east-essex-county-netball.co.uk</a>  <a href="http://www.netballfun.com">www.netballfun.com</a>  <a href="http://www.intosport.com">www.intosport.com</a>  <a href="http://www.gc2018.com">www.gc2018.com</a> – Commonwealth Games  <a href="http://www.chelmsfordjuniornetballleague.co.uk">www.chelmsfordjuniornetballleague.co.uk</a></p> <p><b>Visits:</b> Watch Mavericks at the University of Herts and/or other Superleague Netball Teams</p>

	<p>Watch England Netball – check website for dates.</p> <p><b><u>Clubs:</u></b>  Eastwood Netball Club – Philippa Pitts (01702) 528919  <a href="http://www.eastwoodnetballclub.co.uk">www.eastwoodnetballclub.co.uk</a>  Brookshaw Netball Club – Trina Ayre 07729606782  Chelmsford Netball Club - <a href="mailto:contact@chelmsford-juniors-nc.org.uk">contact@chelmsford-juniors-nc.org.uk</a>  Conquerors Netball Club – Carol Clark (01245) 466726  Manor Netball Club – Tracy Reason <a href="http://www.pitchero.com/clubs/manornetballclub">www.pitchero.com/clubs/manornetballclub</a></p> <p><b><u>TV &amp; Internet:</u></b>  Sky Sports – Superleague and National Netball matches shown regularly.  - ANZ Netball League  - Use youtube to watch matches as well as videos of different skills and drills.</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>• Practise your netball skills, throwing, catching and shooting.</li> <li>• Practise your movement skills, sprinting, changing direction and jumping.</li> <li>• Help at the Year 6 Netball sessions in the summer term.</li> </ul>
<p>2. Hockey</p>	<p><b><u>Websites:</u></b>  <a href="http://www.englandhockey.co.uk">www.englandhockey.co.uk</a>  <a href="http://www.greatbritainhockey.co.uk">www.greatbritainhockey.co.uk</a>  <a href="http://www.gc2018.com">www.gc2018.com</a> – Commonwealth Games  <a href="http://www.essexcha.com">www.essexcha.com</a> – Essex Hockey</p> <p><b><u>Clubs:</u></b>  Chelmsford Hockey Club - <a href="http://www.chelmsfordhc.org.uk">www.chelmsfordhc.org.uk</a>  Brentwood Hockey Club – <a href="http://www.pitchero.com/clubs/brentwoodhockeyclub">www.pitchero.com/clubs/brentwoodhockeyclub</a>  Basildon Hockey Club - <a href="http://www.pitchero.com/clubs/basildonhockeyclub">www.pitchero.com/clubs/basildonhockeyclub</a>  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><u>Activities:</u></b></p> <ul style="list-style-type: none"> <li>• Practise dribbling a ball with your stick in &amp; out of cones.</li> <li>• Practice taps up on your stick.</li> <li>• Practise your V-drag at speed.</li> <li>• Practise your hitting and pushing.</li> <li>• Help at Year 6 taster sessions in the Summer term.</li> </ul>
<p>3. Swimming</p>	<p><b><u>Websites:</u></b>  <a href="http://www.britishswimming.org">www.britishswimming.org</a>  <a href="http://www.eastswimming.org">www.eastswimming.org</a>  <a href="http://www.essexswimming.org">www.essexswimming.org</a>  <a href="http://www.bbc.co.uk/swimming">www.bbc.co.uk/swimming</a>  <a href="http://www.gc2018.com">www.gc2018.com</a> – Commonwealth Games</p> <p><b><u>Clubs:</u></b>  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.colchesterswimming.com/">www.colchesterswimming.com/</a></p>

	<p>Runnymede SC – <a href="http://www.runnymedeswimmingclub.com">www.runnymedeswimmingclub.com</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>  Brentwood SC - <a href="http://www.brentwoodswimmingclub.co.uk">www.brentwoodswimmingclub.co.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 especially Breaststroke and Butterfly.</li> <li>• Practise your tumble turns &amp; treading water for at least 1 minute.</li> </ul>
<p>4. Gymnastics</p>	<p><b>Websites:</b>  <a href="http://www.eastgymnastics.org.uk">www.eastgymnastics.org.uk</a>  <a href="http://www.british-gymnastics.org">www.british-gymnastics.org</a>  <a href="http://www.glasgow2018.com/sports/gymnastics">www.glasgow2018.com/sports/gymnastics</a> - European Championships</p> <p><b>Clubs:</b>  South Essex Gymnastics Club - <a href="http://www.southessexgym.co.uk">www.southessexgym.co.uk</a>  Chelmsford Gymnastics Club - <a href="http://www.chelmsfordgymnasticsclub.org">www.chelmsfordgymnasticsclub.org</a>  Colchester Gymnastics Club - <a href="http://www.colchestergymnastics.com">www.colchestergymnastics.com</a>  Carousel Gymnastic Club - <a href="http://www.carouselschoolofgymnastics.co.uk">www.carouselschoolofgymnastics.co.uk</a></p> <p><b>Books, TV &amp; Films:</b>  Watch Olympic, World &amp; European Championships coverage on the TV.  Watch youtube videos of skills and routines.</p> <p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Practise your forward and backward rolls.</li> <li>• Practise your handstands, headstands and cartwheels.</li> <li>• Improve your flexibility by stretching every day.</li> <li>• Improve your posture by sitting and standing correctly – No slouching.</li> <li>• Join a club or attend lessons and courses.</li> </ul>
<p>5. Dance</p>	<p><b>Websites:</b>  <a href="http://www.yell.com">www.yell.com</a> › Essex › Dancing Schools  <a href="http://www.sadlerswells.com">www.sadlerswells.com</a>  <a href="http://new-adventures.net/">http://new-adventures.net/</a>  <a href="http://www.rambertschool.com">www.rambertschool.com</a>  <a href="http://www.northernballet.com">www.northernballet.com</a></p> <p><b>Films &amp; TV:</b>  Billy Elliot  Swan Lake – Matthew Bourne version and English Ballet  Strictly Come Dancing  Watch BBC Young Dancer - BBC4</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 every day.</li> <li>• Listen to music and count the 8 beats.</li> <li>• Audition for the CCHS Dance Show</li> </ul>

	<ul style="list-style-type: none"> <li>Analyse choreography of other dance shows and use ideas for own dances.</li> <li>Watch dance performances live.</li> </ul>
<p><b>6. Athletics</b></p>	<p><b>Websites:</b>  <a href="http://www.englandathletics.org">www.englandathletics.org</a>  <a href="http://www.ukathletics.net">www.ukathletics.net</a>  <a href="http://www.esaa.net">www.esaa.net</a>  <a href="http://www.london2012.com">www.london2012.com</a>  <a href="http://www.rio2016.com/en">www.rio2016.com/en</a>  <a href="http://www.diamondleagues.com/home">www.diamondleagues.com/home</a>  <a href="http://www.gc2018.com">www.gc2018.com</a> – Commonwealth Games</p> <p><b>Clubs:</b>  Chelmsford Athletics Club -  <a href="http://chelmsfordathleticsclub.hitssports.com/default.aspx">http://chelmsfordathleticsclub.hitssports.com/default.aspx</a>  Basildon Athletics Club – <a href="http://www.basildonathleticsclub.com">www.basildonathleticsclub.com</a>  Braintree &amp; District Athletics Club – <a href="http://www.braintreeanddistrictac.co.uk">www.braintreeanddistrictac.co.uk</a>  Colchester and Tendering Athletics Club – <a href="http://www.cat-ac.co.uk">www.cat-ac.co.uk</a>  Colchester Harriers Athletic Club – email <a href="mailto:lynn.holden@btinternet.com">lynn.holden@btinternet.com</a>  Newham &amp; Essex Beagles Club - <a href="http://www.newhamandessexbeagles.co.uk">www.newhamandessexbeagles.co.uk</a>  Havering &amp; Mayesbrook Athletics Club - <a href="http://www.havering-mayesbrook.org">www.havering-mayesbrook.org</a></p> <p><b>TV:</b>  Coverage on BBC and other channels of Athletics.  Coverage of the World Championships, Paralympics, Olympics and Commonwealth Games etc.  Coverage of the ESAA Track and Field Championships  Coverage with Vinco – online  Watch Diamond League competitions on BBC</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>Improve your flexibility, power and speed.</li> </ul>
<p><b>7. Tennis</b></p>	<p><b>Websites:</b>  <a href="http://www.bbc.co.uk/sport/tennis">www.bbc.co.uk/sport/tennis</a>  <a href="http://www.lta.org.uk">www.lta.org.uk</a>  <a href="http://www.intosport.com">www.intosport.com</a></p> <p><b>Clubs:</b>  Brentwood Lawn Tennis Club – <a href="http://www.brentwood-tennis-club.co.uk/">http://www.brentwood-tennis-club.co.uk/</a>  Brentwood Hardcourt Tennis Club - <a href="http://www.brentwoodtennis.co.uk">www.brentwoodtennis.co.uk</a>  Chelmsford Tennis Clubs – <a href="http://www.grovetennisclub.co.uk/juniors">www.grovetennisclub.co.uk/juniors</a>  - <a href="http://www.chelmsfordianstennis.co.uk">www.chelmsfordianstennis.co.uk</a>  Marconi Tennis Club – <a href="mailto:piersnigthingale@hotmail.com">piersnigthingale@hotmail.com</a> Mob: 07795384027  Braintree Lawn Tennis Club - <a href="http://www.braintreeltc.co.uk">www.braintreeltc.co.uk</a>  Wivenhoe Tennis Club - <a href="http://www.wivenhoetennis.org.uk">www.wivenhoetennis.org.uk</a>  Great Baddow Lawn Tennis Club – <a href="http://www.greatbaddowltc.co.uk">www.greatbaddowltc.co.uk</a></p> <p><b>TV:</b>  BBC coverage of Wimbledon &amp; Davis Cup</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> <li>•</li> </ul>
<p>8. Rounders</p>	<p><b>Websites:</b>  <a href="http://www.roundersengland.co.uk/play/rounders-in-your-area">www.roundersengland.co.uk/play/rounders-in-your-area</a>  <a href="http://www.letsplayrounders.com">www.letsplayrounders.com</a></p> <p><b>Clubs</b>  Chelmsford area - <a href="mailto:Lauren.neve@activeessex.org">Lauren.neve@activeessex.org</a>  Southend area - <a href="mailto:kevinread@southend.gov.uk">kevinread@southend.gov.uk</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>• Join a club inside or outside of school.</li> </ul>
<p>9. Football</p>	<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</p> <p><b>Clubs:</b>  Chelmsford City Ladies FC – <a href="http://www.chelmsfordcityladiesfc.co.uk">www.chelmsfordcityladiesfc.co.uk</a>  Colchester Town Ladies FC -  <a href="http://www.clubwebsite.co.uk/colchestertownladiesfootballclub">www.clubwebsite.co.uk/colchestertownladiesfootballclub</a>  Colchester United Ladies FC -  <a href="http://www.clubwebsite.co.uk/colchestertowngirlsfootballteams/Home">www.clubwebsite.co.uk/colchestertowngirlsfootballteams/Home</a>  Brentwood Town Ladies FC– <a href="http://www.pitchero.com/clubs/brentwoodtownladies">www.pitchero.com/clubs/brentwoodtownladies</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>
<p>10. General Fitness &amp; Sport</p>	<p><b>Websites:</b>  <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.britishsports.com">www.britishsports.com</a>  <a href="http://www.london2012.com">www.london2012.com</a>  <a href="http://www.rio2016.com/en">www.rio2016.com/en</a></p>

[www.gc2018.com](http://www.gc2018.com) – Commonwealth Games

**Books & TV**

Watch the Tour De France

Watch various International Sports events

Biographies of famous sports people such as Jessica Ennis-Hill.

**Activities:**

- Improve overall fitness through different types of aerobic activities e.g. Cycling, Swimming, Running.
- Participate as a family in sports and activities.
- Participate in charity events
- Commit to your teams/clubs.
- Attend outside sport courses, lessons and clubs.
- Should be able to run/swim for at least 20min.
- Improve your core strength through yoga or Pilates.
- Use exercise to relax and/or to socialise with others.
- Increase flexibility by stretching regularly.

**PE Parental Support Activities**

1. Swimming – 200m with good technique on front and back.
2. Gymnastics – forward roll, backward roll, hand stand and cartwheels.
3. Games – ball skills – throw, catch, kick and strike.
4. Fitness – run and swim continuously for 15-25 minutes – cycle 45-60 minutes.
5. Opportunity to practise skills, in the garden or at the park.
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, e.g. Fun Runs.
10. Watch sport – live and on television.

**DRAMA**

UNIT	OPPORTUNITIES TO HELP
<b>Subject support</b>	<b>Visit</b> the theatre. Aiming to see different styles of theatre where possible
<b>1. Status</b>	<p><b>Choose</b> a television programme you and your family watch together</p> <p><b>Choose</b> up to four characters.</p> <p><b>Consider</b> the hierarchy of characters and put them in order of status from high to low.</p> <p>What kind of traits dictate their status?</p> <p>What physical and vocal skills are used to convey their status?</p> <p>Does their status order always remain the same?</p>
<b>2. At The Post Office</b>	<p>Can you find any other scripts about animals?</p> <p><b>Notice</b> any differences for use of dialect, stage directions, intended style etc</p>
<b>3. The Coach crash</b>	<p><b>Consider</b> how we might use technical aspects of theatre to create different moods/atmosphere.</p> <p><b>Think</b> of your own ideas to promote a light-hearted atmosphere and then a very tragic one.</p>

<b>4. Mask</b>	<b>Research</b> photos of masks used in various productions and think about the atmosphere they have been intended to create.
<b>5. TIE</b>	<b>Consider</b> the TIE that you have seen last year and in your previous school. Can you list some of the dramatic techniques they used? What is their purpose? Why do they use theatre to educate? Do you think it is effective? Why?
<b>6. News Programme</b>	Watch the news on different channels and make notes on: <ul style="list-style-type: none"> <li>• Language</li> <li>• Order of stories</li> <li>• Tone and facial expressions used</li> <li>• Technology and sound</li> </ul>
<b>7. Sound effects</b>	<b>Explore</b> what sound effects you can make with objects around the house.
<b>8. Matilda</b>	<b>We will be taking a whole year group theatre visit in July.</b>  <a href="http://uk.matildathemusical.com/">http://uk.matildathemusical.com/</a>

## ART

UNIT	OPPORTUNITIES TO HELP
<b>Each unit will be comprised of:</b>	<p><b>Websites:</b>  <a href="http://www.cchs.essex.sch.uk">www.cchs.essex.sch.uk</a>                      <a href="http://www.google.co.uk">www.google.co.uk</a>  <a href="http://www.bbc.co.uk/art">www.bbc.co.uk/art</a>                              <a href="http://www.tate.org.uk">www.tate.org.uk</a>  <a href="http://www.nationalgallery.org">www.nationalgallery.org</a>                      <a href="http://www.royalacademy.org">www.royalacademy.org</a></p> <p>Most of the galleries have excellent websites which also allow you to search for artists and links to other sites.  Artists databases  <a href="http://www.smudgeflux.org">www.smudgeflux.org</a> easy access to work of practising artists in the UK today.  <a href="http://www.axisartist.org/">www.axisartist.org/</a>. largest online database of UK artists.  <a href="http://www.openfrequency.org">www.openfrequency.org</a> selection of current artist projects, exhibitions, events, bodies of work.</p> <p><b>Social Media:</b>  Pinterest  Instagram  Twitter</p> <p><b>Visits:</b> To support this unit, students could visit a range of art galleries at home and abroad. For example: a trip to London could include the National Gallery; Colchester, First Site Gallery.</p> <p><b>Books, TV &amp; Films:</b>  All libraries have an art section and there are many art related programmes available on a variety of media</p> <p><b>Activities:</b>  Research any art practitioners amongst your family and friends.</p>
<b>1. Nature and Design: Drawing from direct observation</b>	<p>Drawing is fundamental to the development of all Art and Design practices and will form a major part of your course. During the first term you will undertake a series of drawing exercises aimed at developing your powers of observation and recording in The theme of 'Nature and Design'.</p> <p>During this project students will get the opportunity to explore a range of mediums and techniques based around natural objects.</p> <p><b>Websites:</b>  Google Images    BBC art  School Internet: Home, Subject, Art &amp; Design Artroom, Eyes on Art, Art History Resources.</p> <p><b>Visits:</b>  The V &amp; A Museum London, The National Gallery, London. The Natural History Museum. First Site Colchester.</p>





<p><b>5. Vital Skills: Drawing from direct observation</b></p> <p><b>6. Colour/ painting</b></p> <p><b>3. Composition</b></p>	<p>Drawing is fundamental to the development of all Art and Design practices and will form a major part of your course. During the first term you will undertake a series of drawing exercises aimed at developing your powers of observation and recording.</p> <p>As with all work undertaken in the department, painting is usually based on observation. The first painting exercises with concern special relationships and colour theory. Colour line and form will be investigated in some depth.</p> <p><b><u>Websites:</u></b> Google Images BBC art School Internet: Home, Subject, Art &amp; Design Artroom, Eyes on Art, Art History Resources.</p> <p><b><u>Visits:</u></b> The V &amp; A Museum London, The National Gallery, London. First Site Colchester.</p> <p><b><u>Books, TV &amp; Films:</u></b></p> <ul style="list-style-type: none"> <li>• Books on William Morris and the Arts and Crafts Movement Art programmes</li> <li>• Art Attack</li> <li>• Rolf Harris</li> <li>• CD rom: Picasso</li> </ul> <p><b><u>Activities:</u></b> Research artists the artworks and their influences.</p>
<p><b>4. Perspective</b></p>	<p><b><u>Activities:</u></b></p> <ul style="list-style-type: none"> <li>• Take notes on artists and make drawings in sketchbooks of your home and garden from different positions.</li> </ul>
<p><b>3. Cross curricular Landscape and Perspective</b></p>	<p><b><u>Visits:</u></b></p> <ul style="list-style-type: none"> <li>• A visit to a stately home, relating art to the era, and country.</li> <li>• The National Gallery, placing art in the context of time and place.</li> </ul> <p><b><u>Books, TV &amp; Films:</u></b> The Story of Art, E H Gombrich,</p> <p><b><u>Activities:</u></b></p> <ul style="list-style-type: none"> <li>• Students could observe, sketch and take photographs of any rivers or coastlines that they visit.</li> <li>• Students could observe how different buildings have been influenced by weathering processes and record this.</li> </ul>