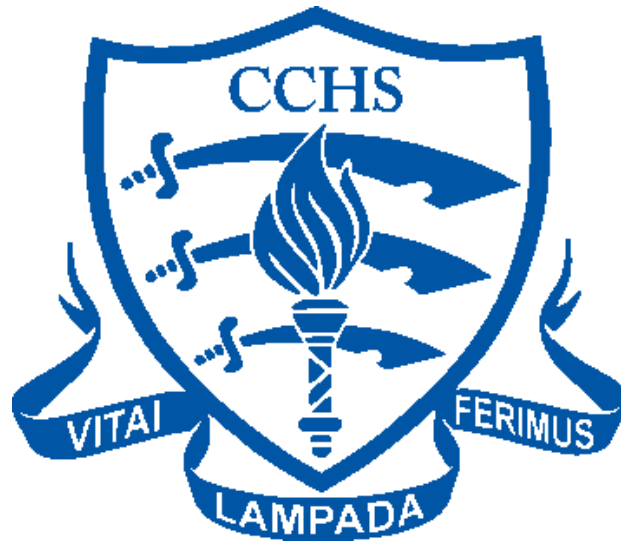


# Chelmsford County High School for Girls



## Year 7

# Curriculum Support Booklet for Parents

# 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.

### **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>

### **Year 7**

Your daughter will be studying 14 subjects this year. At times this can be quite daunting both for her and for you. We have devised Curriculum Support Activities to complement the work undertaken in lessons and give you a variety of ways in which you can support and develop your daughter. The Curriculum 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. Please note that this booklet is also available on the School website. The following table outlines the number of lessons per fortnight in each subject that your daughter will be studying in Year 7:

English	6	Maths	6	Science	6
French	5	German	5		
Geography	3	History	3	Religious Studies	2
Art	2	Drama	2	Music	2
Computer Science	2	PE	4	Philosophy	2

**Mrs E. Ledwidge**  
Headteacher

**Miss F. Harrison**  
Assistant Headteacher

**Mrs N. Lewis**  
Year 7 Leader

**Deputy**

## ENGLISH

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	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.  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.
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>	<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.
	<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><u>Public libraries</u></p> <p>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>
	<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.</p>
<u>Non-fiction</u>	<p>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</p>
	<p>not only the content but also the style, structure, authorial intentions and layout of newspaper articles.</p>
Going to the theatre and cinema	<p>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.</p>
4. Television	<p>In addition to watching programmes with a literary element, it is useful to watch documentaries and non-fiction programmes such as 'Planet Earth'.</p>
5. Research and note-taking	<p>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!</p>
6. Speaking and Listening	<p>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.</p>
7. Letter writing	<p>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.</p>

week 1	Introduction
week 2	Baseline
week 3 - 12	Suspense and Horror Writing
week 13 - 21	Heritage poetry and poetic analysis; 'The Lady of Shalott'
week 22 - 30	Novel Study - <i>The Boy in the Striped Pyjamas</i> or <i>Animal Farm</i>
week 31 - 32	Revision for Year 7 exams
week 33	Year 7 exams
week 34 - 37	Rhetoric and debating skills
week 38 - 40	Debating

## MATHEMATICS

AUTUMN	SPRING	SUMMER
<p><b><u>Section I</u></b></p> <ul style="list-style-type: none"> <li>• Negative numbers</li> <li>• Order of operations</li> <li>• Types of data</li> <li>• Collect and record continuous data in groups</li> <li>• Construct frequency diagrams, pie charts, line graphs</li> <li>• Algebraic formulae</li> </ul> <p><b><u>Section II</u></b></p> <ul style="list-style-type: none"> <li>• 2D shapes</li> <li>• Drawing 3D objects</li> <li>• Approximate numbers</li> <li>• Decimal numbers</li> <li>• Manipulating algebra</li> <li>• Angles in Polygons</li> <li>• Angles and Parallel lines</li> <li>• Quadrilaterals</li> </ul>	<p><b><u>Section III</u></b></p> <ul style="list-style-type: none"> <li>• Linear equations</li> <li>• Trial and improvement</li> <li>• Use of a calculator</li> <li>• Straight-lined graphs</li> <li>• Fractions, decimals, percentages and ratios</li> <li>• Fraction calculations</li> </ul> <p><b><u>Section IV</u></b></p> <ul style="list-style-type: none"> <li>• Percentages</li> <li>• Statistics</li> <li>• Scatter graphs</li> <li>• Prime numbers</li> <li>• Linear number sequences</li> <li>• Measures</li> </ul>	<p><b><u>Section V</u></b></p> <ul style="list-style-type: none"> <li>• Transformations and symmetry</li> <li>• Area and Volume</li> <li>• Probability</li> <li>• Bearings and scale drawings</li> </ul>

### **GENERAL EQUIPMENT**

- Good quality drawing instruments, including a pair of compasses along with a 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>

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
I	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.
II	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).
III	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.
IV	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.
V	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> </ul> Discussing the use of probability in weather forecasts.

## BIOLOGY

UNIT	OPPORTUNITIES TO HELP
Core Science module	

1. Cells, tissues, organs	<ul style="list-style-type: none"> <li>• Natural History museum cells section.</li> <li>• Draw attention to articles on stem cell research.</li> <li>• KS3 Anatomy Online <a href="http://www.innerbody.com/htm/body.html">http://www.innerbody.com/htm/body.html</a> Explore the body systems.</li> </ul>
2. Reproduction	<ul style="list-style-type: none"> <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> </ul>
3. Ecology	<ul style="list-style-type: none"> <li>• Visit any Nature reserve</li> <li>• Back garden observations</li> <li>• Visit RHS Hyde hall or Kew Gardens to look at the diversity of plants and their different adaptations.</li> <li>• Take part in the RSPB bird watch (January( <a href="http://www.rspb.org.uk/birdwatch/takepart/">http://www.rspb.org.uk/birdwatch/takepart/</a></li> </ul>
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> </ul> <p><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 sci-teach follow the link to resources and inspiration for teachers. Scroll down to the little book of experiments. Click on the parent activities link and select from many different experiments related to science work studied in year 7, 8 and 9. E.g. making bendy bones as part of the cells topic.</p>

General Revision Websites [www.bbc.co.uk/bitesize](http://www.bbc.co.uk/bitesize) (appropriate KS4 Areas) [www.skool.co.uk](http://www.skool.co.uk)  
<http://www.docbrown.info/ks3science.htm>

## CHEMISTRY

UNIT	OPPORTUNITIES TO HELP
<b>Particles 1</b>	<ul style="list-style-type: none"> <li>• Look at the science behind the weather, especially the changes of physical state that occur in rain, snow and hail.</li> <li>• Look at the development of the periodic table, especially the work of Mendeleev (several variants on spelling).</li> <li>• Pick an element off of the periodic table and investigate when and how it was discovered.</li> <li>• How are elements being discovered at the moment?</li> </ul>
<b>Materials 1</b>	<ul style="list-style-type: none"> <li>• Investigate how water filters work.</li> <li>• Find out how Cooker hoods remove unwanted cooking smells or smoke</li> <li>•</li> </ul>
<b>Chemical Reactions 1</b>	<ul style="list-style-type: none"> <li>• Cook any recipe that involves heating in some way (these all involve chemical changes), compare with recipes that just involve mixing (these are physical changes).</li> <li>• Making and testing indicators at home.</li> <li>• Uses of acids/alkalis in cooking and around the house</li> </ul>

- Why are many beauty products (Shampoo etc) pH balanced?
- Discuss the use of fuels in the world and the problems we face in the future.
- Science behind global warming.

**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

### GENERAL EQUIPMENT

- As for mathematics, students should have a scientific calculator.
- A 30cm ruler (preferably transparent)

Each unit of work last approximately 4-5 weeks and will be assessed by means of an end of section test and a written task based on a scientific investigation.

Encouraging you daughter to watch science based documentaries on television (BBC 4 often airs interesting programmes) and reading about science in quality newspapers is a good way to broaden your daughter's interests and spark curiosity. It is also beneficial to discuss how scientific discoveries and developments are portrayed by the media to the general public.

**Useful websites:** <http://www.Physics.org> – a guide to physics on the web. Physics.org is the home of Marvin and Milo, ([www.physics.org/marvinandmilo.asp](http://www.physics.org/marvinandmilo.asp)) who are a cat and dog team that show you how to do lots of fun experiments at home.

[www.cyberphysics.co.uk/index.html](http://www.cyberphysics.co.uk/index.html) - a revision site covering a wide range of topics

UNIT	OPPORTUNITIES TO HELP
LIGHT	<p>Topics covered include: Properties of light, reflection, refraction, colour, filters.</p> <p>A good book – hyper link to Amazon:  <a href="#">Frightening Light (Horrible Science)</a> by Nick Arnold</p> <p>Fun educational experiments to try at home:  <a href="http://homepage.eircom.net/~kogranger/light_experiments1.html">http://homepage.eircom.net/~kogranger/light_experiments1.html</a></p>

SOUND	<p>Topics covered include: Properties of sound, human hearing and musical instruments.</p> <p>Fun educational sound experiments to try at home:  <a href="http://homepage.eircom.net/~kogrango/sound_experiments.html">http://homepage.eircom.net/~kogrango/sound_experiments.html</a></p>
FORCES	<p>Topics covered: Types of forces, motion, moments, friction, pressure</p> <p>A good book – hyper link to Amazon:  <a href="#">Fatal Forces (Horrible Science)</a> by Nick Arnold</p> <p>Fun educational experiments to try at home with parental permission:  <a href="https://www.stevespanglerscience.com/lab/categories/experiments/forces-and-motion/">https://www.stevespanglerscience.com/lab/categories/experiments/forces-and-motion/</a></p>

## FRENCH

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

TOPIC	STRUCTURES	OPPORTUNITIES TO HELP
Meeting and greeting Classroom objects gender	Gender- un/une, le/l'/la Numbers	<p><b>Websites:</b>  <a href="http://www.zut.org.uk">www.zut.org.uk</a>- Year 7- talking about yourself  <a href="http://www.zut.org.uk">www.zut.org.uk</a>- Year 7- classroom objects  <a href="http://www.zut.org.uk">www.zut.org.uk</a>- Year 7- numbers and money  <a href="http://www.languagesonline.org.uk">www.languagesonline.org.uk</a>- Français- Tricolore            Total 1- Bonjour!, Comment t'appellestu?, Quel âge as-tu? Chiffres 1 - 20, Accessoires de Classe  <b>Ecoute et parle</b>            Listening and pronunciation practice on the VLE</p>
Town	Prepositions- à/en/dans Plurals- les/des	<p><b>Websites:</b> <a href="http://www.languagesonline.org.uk">www.languagesonline.org.uk</a>- Français- Tricolore            Total 1- Unité 2 - Où habites-tu?, Pays de l'Europe, Accessoires de Classe  <b>Ecoute et parle</b>            Listening and pronunciation practice on the VLE</p>
Family Days of the week House	Prepositions- sur/sous/dans/devant/derriere	<p><b>Websites:</b>  <a href="http://www.languagesonline.org.uk">www.languagesonline.org.uk</a>- Français- Tricolore            Total1- Unité 3 - Famille, Maison, Jours de la Semaine, Chiffres 20-70  <a href="http://www.languagesonline.org.uk">www.languagesonline.org.uk</a>- Français            Vocabulary Units-Ma Chambre  <b>Ecoute et parle</b>            Listening and pronunciation practice on the VLE</p>
		<p><b>Activities:</b>            Family tree</p>

Animals Preferences Asking questions Physical descriptions	Irregular verb avoir Agreement of adjectives Verbs of likes and dislikes Understand how to make a verb negative. Learn how to form and correctly use questions Opinion phrases (je pense que...)	<b>Websites:</b> <a href="http://www.zut.org.uk">www.zut.org.uk</a> - Year 7- pets <a href="http://www.languagesonline.org.uk">www.languagesonline.org.uk</a> - Français- Tricolore Total 1- Unité 4 - Animaux à la maison, Couleurs, Adjectifs, Aimer/Adorer/Détester <b><u>Ecoute et parle</u></b> Listening and pronunciation practice on the VLE <b><u>Tu comprends</u></b> Listening practice on VLE
Special Occasions	Learn—er verbs	<b>Websites:</b> <a href="http://www.zut.org.uk">www.zut.org.uk</a> - Year 7- presents, days and months <a href="http://www.languagesonline.org.uk">www.languagesonline.org.uk</a> - Français- Tricolore Total 1-Unité 5 <a href="http://www.languagesonline.org.uk">www.languagesonline.org.uk</a> - FrançaisVocabulary Units- Noel <b><u>Ecoute et parle</u></b> Listening and pronunciation practice on the VLE <b><u>Tu comprends</u></b> Listening practice on VLE
The weather and seasons. sport and leisure	N/A	<b>Websites:</b> <a href="http://www.zut.org.uk">www.zut.org.uk</a> - Year 7- hobbies <a href="http://www.zut.org.uk">www.zut.org.uk</a> - Year 7- holidays and weather <a href="http://www.languagesonline.org.uk">www.languagesonline.org.uk</a> - Français- Tricolore Total 1- Unité 6 - Le Temps, Directions (Vent), Saisons, Sports, Loisirs, Verbes en -ER <b><u>Ecoute et parle</u></b> Listening and pronunciation practice on the VLE <b><u>Tu comprends</u></b> Listening practice on VLE
Places in a town directions	Use the words for at/to Irregular verb aller	<b>Websites:</b> <a href="http://www.zut.org.uk">www.zut.org.uk</a> - Year 7- in town <a href="http://www.languagesonline.org.uk">www.languagesonline.org.uk</a> - Français- Tricolore Total 1- Unité 7 - En ville - Directions/Questions, ALLER, Office de tourisme, Prépositions <a href="http://www.languagesonline.org.uk">www.languagesonline.org.uk</a> - FrançaisVocabulary Units- La Ville où j'habite <b><u>Ecoute et parle</u></b> Listening and pronunciation practice on the VLE <b><u>Tu comprends</u></b> Listening practice on VLE
The time Daily Routine	Verbs manger and commencer, as well as ir + re verbs. Reflexive verbs Revision of possessive adjectives	<b>Websites:</b> <a href="http://www.languagesonline.org.uk">www.languagesonline.org.uk</a> - Français- Tricolore Total 1- Unité 8 ALLER, Quelle heure est-il?, ETRE, Mon,ma,mes, Ton,ta,tes, Emplois <a href="http://www.zut.org.uk">www.zut.org.uk</a> - Year 7- time <b><u>Ecoute et parle</u></b> Listening and pronunciation practice on the VLE <b><u>Tu comprends</u></b> Listening practice on VLE

Leisure	Irregular verb faire jouer à/de Verb + infinitive	<b>Websites:</b> <a href="http://www.languagesonline.org.uk">www.languagesonline.org.uk</a> - Français- Tricolore Total 1- Unité 10 - Sports avec jouer, Sports avec faire, FAIRE, Instruments de musique,
	aller + infinitive, i.e. the near future	JOUER DE, Loisirs avec faire, Tâches ménagères, Verbe + Infinitif, Possessive adjectives <b><u>Ecoute et parle</u></b> Listening and pronunciation practice on the VLE <b><u>Tu comprends</u></b> Listening practice on VLE
Food	Partitives Irregular verb prendre	<b>Websites:</b> <a href="http://www.zut.org.uk">www.zut.org.uk</a> - Year 7- food <a href="http://www.languagesonline.org.uk">www.languagesonline.org.uk</a> - Français- Tricolore Total 1- Unité 9 - Repas, Nourriture, Boissons, Petit Déjeuner, Fruits, Légumes, PRENDRE, MANGER, Conversation à Table, Le Négatif <b><u>Ecoute et parle</u></b> Listening and pronunciation practice on the VLE <b><u>Tu comprends</u></b> Listening practice on VLE <b><u>Activities:</u></b> Go to Café Rouge or Côte Brasserie
Parts of the body and illness	Expressions with avoir	Ecoute et parle unité 7 Tu comprends? unité 7 <a href="http://www.zut.org.uk">www.zut.org.uk</a> year 8=> parts of the body

## GERMAN

### AUTUMN TERM

AUTUMN TERM		
Unit Description/Vocabulary Topic/Grammar focus	Learning Aims	Parental Support

<p><b><u>Introducing yourself i:</u></b></p> <ul style="list-style-type: none"> <li>• Where you live</li> <li>• Greetings</li> <li>• Where you are from</li> <li>• Alphabet and spelling in German</li> </ul>	<ul style="list-style-type: none"> <li>• All students should be able to greet each other, say where they come from, identify other countries in German, and say where they live.</li> <li>• They should be able to understand others giving similar information and be able to write and spell this information correctly.</li> <li>• They should learn the correct pronunciation of the German phrases and some basic rules of pronunciation and spelling.</li> </ul>	<p>All students should obtain their own pocket sized German dictionary (Collins or Oxford are best) and avoid using online translators at all times.</p> <p>Help learn and recite the alphabet, then practise spelling names at home.</p> <p><b><u>Geographical background:</u></b> Use an atlas to study a map of Germany, identifying the main features (main cities, rivers, mountain ranges etc.) and getting a clear idea of Germany's geographical position in Europe.</p> <p>Identify positions of main countries in Europe, getting to know their capitals.</p> <p>(This will then help to identify these places under German names.)</p> <p><b><u>Websites:</u></b> <a href="http://www.languagesonline.org.uk">www.languagesonline.org.uk</a> – Deutsch – Beginner – Hallo! Wie heißt du?</p>
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<p><b><u>Introducing yourself ii:</u></b></p> <ul style="list-style-type: none"> <li>• Age</li> <li>• Birthday</li> <li>• Telephone Numbers</li> </ul> <p><b><u>Grammar:</u></b></p> <ul style="list-style-type: none"> <li>• Questions</li> <li>• Basic forms of <i>haben</i> and <i>sein</i></li> </ul>	<ul style="list-style-type: none"> <li>• All students can talk and write about their age and birthdays.</li> <li>• They should be able to describe birthdays of other family members.</li> <li>• They should be able to ask questions to find out personal details of others.</li> <li>• They should understand how to form dates in German.</li> <li>• Continue to focus on correct pronunciation, spelling and comprehension of information.</li> </ul>	<p>Help students to learn the numbers and months in German.</p> <p>Get them to recite these at home.</p> <p><b><u>Websites:</u></b> <a href="http://www.languagesonline.org.uk">www.languagesonline.org.uk</a> – Deutsch – Beginner – Die Zahlen</p> <p><a href="https://gut.languageskills.co.uk/beginner/year7.html">https://gut.languageskills.co.uk/beginner/year7.html</a> - Beginner - Year 7 – Numbers, Talking about myself</p>
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<p><b><u>Introducing yourself iii:</u></b></p> <ul style="list-style-type: none"> <li>• Family Descriptions</li> <li>• Pets</li> </ul> <p><b><u>Grammar:</u></b></p> <ul style="list-style-type: none"> <li>• Introducing the accusative case</li> <li>• Reinforcing verb forms</li> </ul>	<ul style="list-style-type: none"> <li>• Students can describe their families in speech and writing, using correct case forms.</li> </ul>	<p>Vocabulary learning: support students by testing and revising relevant vocabulary (small daily amounts).</p> <p>Focus on spelling.**</p> <p><b><u>Websites:</u></b> <a href="http://www.languagesonline.org.uk">www.languagesonline.org.uk</a> – Deutsch – Beginner – Meine Familie / Beginner – Haustiere / Beginner – Wie siehst du aus  <a href="https://gut.languageskills.co.uk/beginner/year7.html">https://gut.languageskills.co.uk/beginner/year7.html</a> - Beginner - Year 7 – Families / Pets  Access Quizlet via link under German/Year 7 on VLE for vocabulary learning <a href="http://www.vcchs.co.uk/">http://www.vcchs.co.uk/</a> **</p>
<p><b><u>School</u></b></p> <ul style="list-style-type: none"> <li>• School subjects</li> <li>• Timetable</li> <li>• Times of day</li> <li>• Daily routine</li> </ul> <p><b><u>Grammar:</u></b></p> <ul style="list-style-type: none"> <li>• Verbs in the present tense</li> <li>• Telling the time</li> <li>• Word Order – subject/verb inversion</li> </ul>	<ul style="list-style-type: none"> <li>• Students can tell the time in German.</li> <li>• They can talk about their school day, giving descriptions and opinions of their subjects.</li> <li>• They can speak and write about a typical school day, using accurate word order.</li> </ul>	<p>Vocabulary learning: support by testing and revising relevant vocabulary (small daily amounts).</p> <p>Help learn and recite the days of the week.</p> <p><b><u>Websites:</u></b> <a href="http://www.languagesonline.org.uk">www.languagesonline.org.uk</a> – Deutsch – Beginner – Wie spät ist es? / Logo 3 – In der Schule / Logo 2 – Mein Tagesablauf (daily routine)  <a href="https://gut.languageskills.co.uk/beginner/year7.html">https://gut.languageskills.co.uk/beginner/year7.html</a> - Beginner - Year 7 – School / Time</p>

**SPRING TERM**

<p><b><u>Free time</u></b></p> <ul style="list-style-type: none"> <li>• Describing a variety of free time activities and hobbies</li> </ul> <p><b><u>Grammar:</u></b></p> <ul style="list-style-type: none"> <li>• Reinforcing verbs in the present Tense</li> </ul>	<ul style="list-style-type: none"> <li>• Students can speak and write about their hobbies and those of their families, using correct forms of the present tense.</li> </ul>	<p>Vocabulary learning: support by testing and revising relevant vocabulary (small daily amounts).</p> <p><b><u>Websites:</u></b> <a href="http://www.languagesonline.org.uk">www.languagesonline.org.uk</a> – Deutsch – Beginner – Hobbies und Freizeit / Present Tense Verbs and Hobbies  <a href="https://gut.languageskills.co.uk/beginner/year7.html">https://gut.languageskills.co.uk/beginner/year7.html</a> - Beginner - Year 7 – Hobbies / Grammar (revision of spellings and verbs)</p>
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<p><b><u>Weather and climate</u></b></p> <ul style="list-style-type: none"> <li>Learning weather phrases</li> </ul> <p><b><u>Grammar:</u></b></p> <ul style="list-style-type: none"> <li>Learning the conjunction <i>wenn</i></li> </ul>	<ul style="list-style-type: none"> <li>Students are able to which free time activities they do in which weather</li> </ul>	<p>Vocabulary learning from pack</p> <p><b><u>Websites:</u></b> <a href="http://www.languagesonline.org.uk">www.languagesonline.org.uk</a> – Deutsch – Logo 2 – Das Wetter</p> <p><a href="https://gut.languageskills.co.uk/beginner/year8.html">https://gut.languageskills.co.uk/beginner/year8.html</a> - Beginner - Year 8 – Weather</p>
<b>SUMMER TERM</b>		
<p><b><u>House and Home</u></b></p> <ul style="list-style-type: none"> <li>Describing your house and the rooms in it.</li> <li>Describing the furniture you have in different rooms of the house.</li> </ul> <p><b><u>Grammar:</u></b></p> <ul style="list-style-type: none"> <li>Introducing dative Case with some prepositions</li> </ul>	<ul style="list-style-type: none"> <li>Students should be able to talk and write about their homes, describing the rooms of the house and the furniture in them, using some prepositions to describe where items of furniture are.</li> </ul>	<p>Put German labels on items of furniture round the house as an aid to vocabulary learning.</p> <p>Vocabulary learning: support by testing and revising relevant vocabulary (small daily amounts). Continue to focus on spelling correctly.</p> <p><b><u>Websites:</u></b> <a href="http://www.languagesonline.org.uk">www.languagesonline.org.uk</a> – Deutsch – Beginner – Mein Haus / Mein Schulzimmer</p> <p><a href="https://gut.languageskills.co.uk/beginner/year7.html">https://gut.languageskills.co.uk/beginner/year7.html</a> - Beginner - Year 7 – My House</p>
<p><b><u>Perfect Tense</u></b></p> <ul style="list-style-type: none"> <li>Introducing and focusing the past perfect tense using free time verbs</li> </ul>	<ul style="list-style-type: none"> <li>Students able to understand and manipulate two verb tenses accurately and appropriately, so that they can give spoken and written accounts of activities they do in their free time and around the house</li> </ul>	
<p><b><u>Town and giving Directions</u></b></p> <p><b><u>Grammar:</u></b></p> <ul style="list-style-type: none"> <li>Use of prepositions</li> </ul>	<ul style="list-style-type: none"> <li>Students are able to identify a number of places in the town.</li> <li>They can give basic directions and ask</li> </ul>	<p>Go into town and get students to identify places in German.</p> <p><b><u>Websites:</u></b> <a href="http://www.languagesonline.org.uk">www.languagesonline.org.uk</a> – Deutsch – Beginner – Meine Stadt / Was kann man in der Stadt machen?</p>
<ul style="list-style-type: none"> <li>Revision of the dative case</li> </ul>	<p>questions using <i>zu</i> + dative.</p>	<p><a href="https://gut.languageskills.co.uk/beginner/year7.html">https://gut.languageskills.co.uk/beginner/year7.html</a> - Beginner - Year 7 – In Town</p>
<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 1 workbook. **This is relevant for all topics</p>		

# 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

Students are expected to purchase their own copy of the Chelmsford and The Rodings OS Map (Number 183) for use when completing work in class and at home.

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/>

National Geographic Children's Section: <http://www.discoveringbritain.org/>

European Union Guide: [http://europa.eu/kids-corner/index\\_en.htm](http://europa.eu/kids-corner/index_en.htm)

Met Office: <http://www.metoffice.gov.uk/learning/weather-for-kids>

<p>AUTUMN TERM</p>	<p><b>Getting to Know Geography</b></p> <p>A diverse unit including:          Spatial awareness of the world          Geography of Europe          Geography of the UK          Geography of Essex and Chelmsford          Map skills          Atlas skills          Skills of justification and debate</p>
<p>SPRING TERM 1</p>	<p><b>Challenging Perceptions of Geography Around the World</b></p> <p>Independent and Group Research          Group presentations          Extended written comparison with the UK</p>
<p>SPRING TERM 2</p>	<p><b>Weather and Climate</b></p> <p>Understanding the difference between the two concepts          Measuring the weather          Microclimate investigation          Water Cycle and Types of Rainfall          Understanding weather in the UK</p>
<p>SUMMER TERM 1</p>	<p><b>Weather and Climate cont'd</b></p> <p>Extreme weather (hurricanes and tornadoes)          Hurricane Mitch          Understanding differences in hurricane impacts          Managing hurricane activity + preparation</p>
<p>SUMMER TERM 2</p>	<p><b>Exploring North America</b></p> <p>Physical and human geographical diversity across the continent.</p>

## Year 7 Geography Curriculum Overview

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
Islam & Medieval Africa	<p>British Museum</p> <p><a href="http://www.fordham.edu/halsall/islam/islamsbook.html">http://www.fordham.edu/halsall/islam/islamsbook.html</a>  <a href="http://www.barkati.net/english/">http://www.barkati.net/english/</a>  <a href="http://historymedren.about.com/od/africa/Africa_in_the_Middle_Ages">http://historymedren.about.com/od/africa/Africa in the Middle Ages</a></p>
Norman Conquest	<p>Battle Abbey; Mountfitchet Castle, Essex.</p> <p><a href="http://www.bbc.co.uk/history/british/normans/">http://www.bbc.co.uk/history/british/normans/</a>  <a href="http://www.essentialnormanconquest.com/">http://www.essentialnormanconquest.com/</a></p>
Medieval Church	<p>Waltham Abbey, Essex            Thaxted Church, Essex            Reading: Ronald Welch, <i>Knight Crusader</i>, (Oxford, 1979)</p> <p><a href="http://www.historylearningsite.co.uk/medieval_church.htm">http://www.historylearningsite.co.uk/medieval_church.htm</a>  <a href="http://www.schoolhistory.co.uk/year7links/church.shtml">http://www.schoolhistory.co.uk/year7links/church.shtml</a></p>
Medieval Government	<p>Westminster Hall, London            Tower of London            Film: <i>Robin Hood, Prince of Thieves</i></p> <p><a href="http://history.wisc.edu/sommerville/123/123%20133%20Government.htm">http://history.wisc.edu/sommerville/123/123%20133%20Government.htm</a>  <a href="http://www.britainexpress.com/History/medieval_britain_index.htm">http://www.britainexpress.com/History/medieval_britain_index.htm</a></p>
Medieval Life and Society	<p>Museum of London            Kentwell Hall, Suffolk            Cressing Temple, Essex</p> <p>Reading: Kevin Crossley-Holland, <i>Arthur, The Seeing Stone</i> (London, 2000);            Cynthia Harnett, <i>Ring Out Bow Bells</i> (London, 1953);            Cynthia Harnett, <i>The Load of Unicorn</i> (London, 1959);            Cynthia Harnett, <i>The Writing on the Hearth</i> (London, 1971);            Geraldine Mc Caughrean, <i>A Little Lower than the Angels</i> (Oxford, 1987).</p> <p><a href="http://www.camelotintl.com/village/street.html">http://www.camelotintl.com/village/street.html</a>  <a href="http://www.tiscali.co.uk/reference/curriculum/history-medieval-life-and-society.html">http://www.tiscali.co.uk/reference/curriculum/history-medieval-life-and-society.html</a></p>

## RELIGIOUS STUDIES

UNITS	OPPORTUNITIES TO HELP
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<p>1. Religion and Belief</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>Mary Pope Osborne, "One World, Many Religions," Knopf Books for Young Readers, (1996).</b> An overview of the world's major religions focusing on Judaism, Christianity, Islam, Hinduism, Buddhism, Confucianism, and Taoism. The author covers each religion's history, main figures, current status, traditions, and rituals. For ages 9 to 12.</p> <p><b>Marc Gellman &amp; Jos. A. Smith (Illustrator), "How Do You Spell God?," William Morrow, (1995).</b> The book describes Buddhism, Christianity, Hinduism, Islam, and Judaism, "...with appreciation, liveliness, and humour in a direct, conversational style that eschews both contractions and big words..." It describes how each religion answers basic questions: How should we live?, What happens to us after we die?, Why does bad stuff happen to good folks?, How can we talk to God? For ages 11 to 14.</p> <p><b>Elizabeth Breuilly, Joanne O'Brien, Martin E. Marty (Editor), Martin Palmer, "Religions of the World: The Illustrated Guide to Origins, Beliefs, Traditions &amp; Festivals," Checkmark Books, (1997).</b> The <i>School Library Journal</i> describes this book as a "superb overview of 10 major faiths." It is divided into three sections: the main Abrahamic faiths (Judaism, Christianity, and Islam), the Vedic faiths (Hinduism, Buddhism, and Jainism), and other major traditions (Shinto, Taoism, Sikhism, and Baha'i). "The history, development, ways of worship, and celebrations are given for each....the writing is scholarly, lucid, and nonpartisan." For ages 12 and higher.</p> <p><b><u>Television:</u></b></p> <p>BBC One - The Big Questions (Sunday Mornings)  BBC One - Newsround (Daily)</p>
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## ART

UNIT	OPPORTUNITIES TO HELP
<p><b>Each unit will be comprised of:</b></p>	<p><b><u>Websites:</u></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.axisweb.org">www.axisweb.org</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><u>Visits:</u></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><u>Books, TV &amp; Films:</u></b> All libraries have an art section and there are many art related programmes available on a variety of media</p> <p><b><u>Activities:</u></b> Research any art practitioners amongst your family and friends.</p>
<p><b>1. Vital Skills: Drawing from direct observation</b></p> <p><b>2. 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> Recommended for parents to ta their child to - 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 Picasso, Braque, Juan Gris.</li> <li>• Art programmes</li> <li>• Art Attack</li> <li>• Movies: Rembrandt 2008, Lust for Life.</li> <li>• CD rom: Picasso</li> </ul> <p><b><u>Activities:</u></b> Research artists the artworks and their influences.</p>

<p><b>4. Culture in Art</b></p>	<p><b>Websites:</b> <a href="http://www.britishmuseumshoponline.org">www.britishmuseumshoponline.org</a></p> <p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Take notes on artists and make drawings and collect images in sketchbooks of family members and cultural artefacts.</li> </ul>
<p><b>2. Cross curricular Landscape and Perspective</b></p>	<p><b>Visits:</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>Books, TV &amp; Films:</b> The Story of Art, E H Gombrich, Ways of Seeing, John Berger</p> <p><b>Activities:</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>

## DRAMA

UNIT	OPPORTUNITIES TO HELP
<p><b>Subject Support</b></p>	<p><b>Visit</b> the theatre. Aiming to see different styles of theatre where possible</p>
<p><b>1. Drama is serious Fun</b></p>	<p><b>Reflect</b> on what skills you have used during the games we play and why these skills are important. Consider how we use these skills in other areas of our life.</p>
<p><b>2. Stimulus Project</b></p>	<p><b>Create</b> a labelled picture of your character to help you get into role. You might need to research the time they lived in or their interests in order to do this in detail.</p>
<p><b>3. It was Terrifying</b></p>	<p><b>Rehearse</b> and show your monologue at home as practice for your school performance.</p>
<p><b>4. Pantomime</b></p>	<p><b>We will be taking you to see a live pantomime.</b> <b>Observe</b> - Look for conventions of pantomime – What is common to all pantomimes?</p> <p><b>Websites:</b> <a href="http://www.its-behind-you.com/history.html">http://www.its-behind-you.com/history.html</a> <a href="http://www.encyclopedia.com/topic/pantomime.aspx">http://www.encyclopedia.com/topic/pantomime.aspx</a></p>

<p><b>5. Mime</b></p>	<p><b>Watch</b> a Charlie Chaplin film or research mime.</p> <p><b>Websites</b>  <a href="http://www.charliechaplin.com/">http://www.charliechaplin.com/</a>  <a href="http://www.youtube.com/watch?v=zskO9O3hF78">http://www.youtube.com/watch?v=zskO9O3hF78</a> <a href="http://www.mime.info/">http://www.mime.info/</a></p>
<p><b>6. Voice and sound</b></p>	<p><b>Read</b>  Ghost stories – also poetry and folk tales in this genre.</p> <p>Websites</p>
	<p><a href="http://www.connexions.co.uk/culture/html/ghosts.htm">http://www.connexions.co.uk/culture/html/ghosts.htm</a>  <a href="http://www.orkneyjar.com/folklore/ghosts/">http://www.orkneyjar.com/folklore/ghosts/</a></p>
<p><b>7. Fairytales</b></p>	<p><b>Read</b>  Remind yourself of all the famous fairytales.  Where do fairytales come from?</p> <p><b>Websites</b>  <a href="http://www.cs.cmu.edu/~spok/grimmtmp/">http://www.cs.cmu.edu/~spok/grimmtmp/</a></p>
<p><b>8. Melodrama</b></p>	<p><b>Research</b>  What is Melodrama?  When did it become popular?  Watch a film if you can get a copy of one.</p> <p><b>Websites</b>  <a href="http://novaonline.nv.cc.va.us/eli/spd130et/melodrama.htm">http://novaonline.nv.cc.va.us/eli/spd130et/melodrama.htm</a>  <a href="http://www.answers.com/topic/melodrama">http://www.answers.com/topic/melodrama</a>  <a href="http://www.filmsite.org/melodramafilms.html">http://www.filmsite.org/melodramafilms.html</a></p>
<p><b>9. Pyramus and Thisbe</b></p>	<p>Read ‘A Midsummer Night’s Dream’</p> <p><a href="http://www.sparknotes.com/shakespeare/msnd/">http://www.sparknotes.com/shakespeare/msnd/</a></p> <p>Use spark notes to help guide you through the plot and the language.</p>
<p><b>10. The Lion, the Witch and the Wardrobe</b></p>	<p>Read at least one playscript of your choice  The school library or your own local library should have a special section for them</p> <p>Notice the use of conventions of script writing.</p>

<b>11. TIE response</b>	<p>You will see ‘Second Chance’ performed by a Theatre in Education company in school this year.</p> <p>Which character did you like best and why? How could you tell when the actors were multi-roling as new characters?</p> <p>Write review of this experience or another experience you have had of seeing live theatre this year.</p>
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## MUSIC

UNIT	OPPORTUNITIES TO HELP
<b>The Creative Curriculum</b>	<p><b>Websites:</b>  <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><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> <li>•The Museum of Popular Music, Sheffield</li> </ul> <p><b>TV &amp; Films:</b></p> <ul style="list-style-type: none"> <li>• Watch the Young Musician of the Year on BBC(biannual competition) and access the various music history broadcasts by the BBC via the BBC iPlayer.</li> </ul> <p><b>Listening</b>  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 – these stations will give girls a wide variety of listening experiences</p>
<b>Performance</b>	<p><b>Activities</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.</p>
<b>Listening and Appraising</b>	<p>The more girls can listen to the better! Any form of music is valid so long as the listening is focused and active rather than passive. They might like to make brief notes on music they particularly enjoy to help them find more music they enjoy and to practice their note taking skills</p>

<b>Composition</b>	<ul style="list-style-type: none"> <li>• Students will learn increasingly advanced compositional techniques throughout the year, using sophisticated musical technology to help produce advanced musical scores.</li> </ul>
<b>Visits:</b>	<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 orchestras 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>

## COMPUTER SCIENCE

UNIT	OPPORTUNITIES TO HELP
Core module	
<b>E-Safety</b>	<p>Have discussions with your daughter about parental controls across the various devices used in your home. Develop their awareness of dangers associated with online communication. The websites below are useful:</p> <p><a href="https://www.thinkuknow.co.uk/">https://www.thinkuknow.co.uk/</a>  <a href="http://www.safetynetkids.org.uk/personal-safety/staying-safe-online/">http://www.safetynetkids.org.uk/personal-safety/staying-safe-online/</a>  <a href="https://www.ceop.police.uk/safety-centre/">https://www.ceop.police.uk/safety-centre/</a>  <a href="http://www.bbc.co.uk/bitesize/ks3/ict/history_impact_ict/esafety/activity/">http://www.bbc.co.uk/bitesize/ks3/ict/history_impact_ict/esafety/activity/</a></p>
<b>JavaScript and Blockly using the Micro bits</b>	<p>This is the first unit that introduces students to programming and testing physical devices. We supply the devices at school, due to the limited number available we cannot send them home; however, this website contains an emulator of the device and mimics its exact functionality. Your daughter will be using blocky and JavaScript (for challenge) to program the micro bit but other languages are available for your daughter to experiment with.</p> <p><a href="https://makecode.microbit.org/">https://makecode.microbit.org/</a>  <a href="https://www.microbit.co.uk/blocks/lessons/">https://www.microbit.co.uk/blocks/lessons/</a></p>
<b>Using Sensors and Computer Control</b>	<p>Students will learn about the different types of sensors and how they work. This leads on to developing the girls' understanding of computer control and its societal benefits and drawbacks. Group work takes place at the end of this topic.</p>

<b>HTML and Website Development</b>	<p>This topic provides students with a huge challenge allowing students to combine their creativity, logical thinking and debugging skills. Independent preparation for this unit can be done through this website: <a href="https://www.w3schools.com/html/">https://www.w3schools.com/html/</a></p> <p>In addition, YouTube is an excellent resource for tutorials. Guidance documents are often linked to the video in the comments section.</p>
<b>Text-based Programming using Microsoft Small Basic</b>	<p>For many this is the students' first experience of text based programming. Students will be introduced to basic programming constructs by completing a series of tasks with plenty of room for extension. Some may wish to work on their skills at home, Small Basic is a free piece of software that can be downloaded at home from: <a href="http://smallbasic.com/">http://smallbasic.com/</a></p>
<b>Computational Thinking</b>	<p>Logic puzzles, riddles, Sudoku, thinking about how systems work etc can be very useful in developing your daughter's computational thinking skills. Some useful websites have been listed below:</p> <p><a href="http://lightbot.com/">http://lightbot.com/</a> <a href="https://challenge.bebas.uk/">https://challenge.bebas.uk/</a>  <a href="https://cs4fndownloads.wordpress.com/computational-thinking-puzzles-issue1/">https://cs4fndownloads.wordpress.com/computational-thinking-puzzles-issue1/</a> - slightly harder and will be very challenging</p>
<b>Visual Programming using KODU</b>	<p>KODU is a very child friendly visual game engine that provides all the tools required to build a 3D game. KODU is free and can be downloaded from: <a href="https://www.kodugamelab.com/">https://www.kodugamelab.com/</a></p>

## PHYSICAL EDUCATION

UNIT	OPPORTUNITIES TO HELP
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## 1. Netball

**Websites:** [www.mavericksnetball.co.uk](http://www.mavericksnetball.co.uk)

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

[www.netballeast.org.uk](http://www.netballeast.org.uk)

[www.east-essex-county-netball.co.uk](http://www.east-essex-county-netball.co.uk)

[www.netballfun.com](http://www.netballfun.com)

[www.intosport.com](http://www.intosport.com)

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

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

### **Visits:**

Watch Mavericks at the University of Herts and/or other Superleague Netball Teams

Watch England Netball – check above website for dates.

### **Clubs:**

Eastwood Netball Club – Philippa Pitts (01702) 528919

Brookshaw Netball Club – Trina Ayre 07729606782

Chelmsford Netball Club - [contact@chelmsford-juniors-nc.org.uk](mailto:contact@chelmsford-juniors-nc.org.uk)

Conquerors Netball Club – Carol Clark (01245) 466726

Manor Netball Club – Tracy Reason, Barking Abbey School

### **TV & Internet:**

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.

### **Activities:**

- Watch Netball games on the TV or live.
- Practise your netball skills, throwing, catching and shooting.
- Practise your movement skills, sprinting, changing direction, jumping.

<p><b>2. Hockey</b></p>	<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>  <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>Clubs:</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>Activities:</b></p> <ul style="list-style-type: none"> <li>• Practise dribbling/carrying the ball with your stick.</li> <li>• Practice taps up on your stick.</li> <li>• Practise your V-drag to get round a defender</li> <li>• Practise your hitting and pushing.</li> </ul>
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<p><b>3. Swimming</b></p>	<p><b>Websites:</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>Clubs:</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>  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.</li> <li>• Practise floating on your front and back.</li> </ul>
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<p><b>4. Gymnastics</b></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 coverage on the TV.</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 everyday.</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><b>5. Dance</b></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.org.uk/">www.rambertschool.org.uk/</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</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> <li>• Watch live dance shows and analyse the choreography and techniques</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.london2017athletics.com">www.london2017athletics.com</a>  <a href="http://www.diamondleague.com/home">www.diamondleague.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, Channel 4 and other channels of Athletics. Coverage of the World Championships, Paralympics, Olympics and Commonwealth Games.  Coverage of the ESAA Track and Field Championships Coverage with Vinco - online</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> </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></p>

	<p>BBC coverage of Wimbledon &amp; Davis Cup Sky TV and Eurosport coverage of Tennis Grand Slams</p> <p><b><u>Activities:</u></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>
<p><b>8. Rounders</b></p>	<p><b><u>Websites:</u></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>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><u>Activities:</u></b></p> <ul style="list-style-type: none"> <li>• Practise throwing and catching skills.</li> <li>• Play Rounders as a family.</li> </ul>
<p><b>9. Football</b></p>	<p><b><u>Websites:</u></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><u>Visits:</u></b> Trip to Women's FA Cup Final</p> <p><b><u>Clubs:</u></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><u>TV:</u></b> Football coverage is on lots of TV channels and youtube.</p> <p><b><u>Activities:</u></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><b>9. General Fitness &amp; Sport</b></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>  <a href="http://www.gc2018.com">www.gc2018.com</a> – Commonwealth Games</p>
	<p><b><u>Books &amp; TV</u></b>  Watch the major sporting events on TV, Tour de France, World Athletics Championships.  Biographies of famous sports people, Jess Ennis-Hill, Seb Coe, Tom Daley, Chris Hoy, Victoria Pendleton etc.</p> <p><b><u>Activities:</u></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 - fun runs, walks, swimathon etc.</li> <li>• Attend outside sport courses, lessons and clubs.</li> <li>• Commit to your teams/clubs for your chosen sport</li> <li>• Should be able to run/swim for at least 10min.</li> <li>• Increase flexibility by stretching or doing yoga regularly.</li> <li>• Use exercise to relax and to socialise with others.</li> </ul>

## PE Parental Support Activities

1. Swimming – 100m 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 – concentrate on accuracy.
4. Fitness – run and swim continuously for 10-15 minutes and work up to 30minutes – cycle for 30-60 minutes.
5. Opportunity to practise skills, in your 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.

## LIBRARY

Year 7 students have four lessons with the Librarian to prepare them for researching using the library resources.

There are more than ten thousand items in the library for students to borrow for either studying or leisure reading. The stock complements the teaching in lessons with many purchases recommended by the teachers themselves. Fiction books can 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. Computers are also available in the library for students to use for their studies.

English	Dictionary and Thesaurus. Grammar and quotation books. Classic books, fiction and English texts. Public speaking books. Daily newspapers.
Mathematics	Mathematics KS3 books.
Biology	Various books on the facts of life. Organ transplant and anatomy books.
Chemistry	Weather and Chemical Elements books. Cookery books to observe chemical and physical changes. The Periodic table, acids & alkalis. Fossil fuels as well as global change books.
Physics	Light, sound & forces books as well as Horrible Science books.
French	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.
Geography	Geographical books on landscape, populations and environment. Sustainability and the changing planet as well as social and diversity books and atlases.
History	A huge selection of history books covering the ancient to the modern world.
Religious Studies	Books on creation, religion and science covering all faiths.
Art	Artist and technique books as well as medium and form comparisons.
Drama	Drama books. Ghost and fairytale books.
Music	Books on composers, instruments and musical periods in history.
Computing	Access to computers as well as books on software.

PE	Sporting and Olympics books. Fitness and health books.
Technology	Books on graphics, resistant materials and textiles.