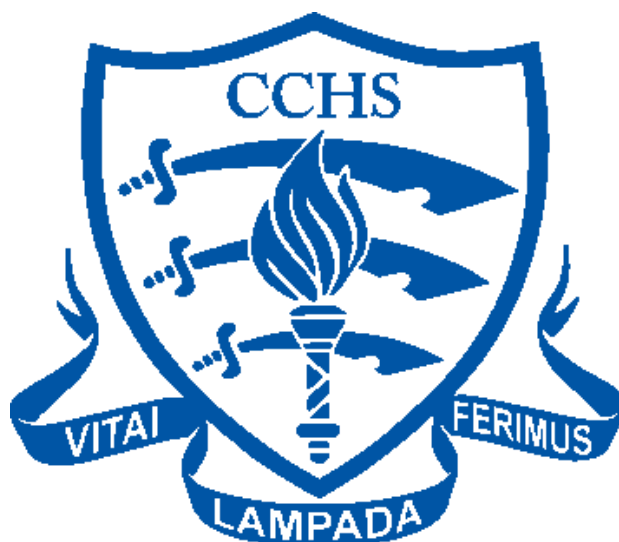


Chelmsford County High School for Girls



Year 9

Curriculum Support Booklet

for Parents

2020/21

Challenge is at the heart of our School

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

Curriculum vision and aims

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

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

Opportunities

Our students are offered a broad and balanced curriculum experience across the year groups, including 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

As in Years 7 and 8, your daughter is undertaking a broad, rich and challenging programme of study in Year 9. At times this can be quite daunting both for her and for you. We have devised Parental 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 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 details the number of lessons in each subject that your daughter will be studying in Year 9:

English	6	Maths	7	Music	2
Biology	2	Chemistry	2	Physics	2
French	4	German	4	Latin	3
Geography	3	History	3	RS	2
Art	2	Computer Science	2		
PE	4	Drama	2		

Mrs E. Ledwidge
Deputy Headteacher

Miss F. Harrison
Assistant Headteacher

Miss C. Burnham
Year Leader

LIBRARY

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

Subject	Resources
English	English texts including <i>Talking Heads</i> , <i>Lord of the Flies</i> , <i>The Hound of the Baskervilles</i> , <i>Of Mice and Men</i> , and much more. Dictionary and Thesaurus. Grammar and quotation books.
Mathematics	Books on algebra, formulae, equations, as well as Oxford Maths study books.
Biology	Microbiology and plant books. Vegetable and fruit growing books.
Chemistry	Atoms, compounds and metals books. Air and water pollution.
Physics	A key book 'A Brief History of nearly Everything' is available for students as well as other key Physics texts.
French	Authentic en français magazines. Dictionaries, verb books. Dual language fiction books with French on one side and English on the other. French Literature books.
German	Similar to French with dictionaries and language books as well as Der Spiegel Magazine.
Latin	'The Secrets of Vesuvius' by Caroline Lawrence and 'Pompeii' by Robert Harris. Ancient Rome books including Cicero and Caesar. Latin dictionaries.
Geography	European Union books. Books on and set in India including 'Wild Swans' by Jung Chang. Books on environmental changes including climate change and water shortage.
History	Books on both World Wars. Key African history books.
Religious Studies	World religions books. 'Northern Lights' by Philip Pullman.
Computing	Excel basics and advanced as well as books on other software. Access to computers.
Music	Books on Elgar and other composers. Music theory books.
PE	Biographies of famous sports people. Olympics and other sports activity books.
Drama	Books and films of plays showing different genres of drama.
Art	Henry Moore, Picasso, Antony Gormley, E. H. Gombrich books. Impressionism, realism and surrealism books. Artists and Illustrators Magazine.

ENGLISH

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.
	<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
	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’ and ‘Question Time’.
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.

MATHEMATICS

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

GENERAL EQUIPMENT

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

GENERAL RESOURCES

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

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

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

Section	OPPORTUNITIES TO HELP
A	<p>Support with numbers in standard form would be very useful, especially as we would like to spend more time exploring standard form in other subjects and other areas of interest. For example:</p> <ul style="list-style-type: none"> ▪ Look at the SI prefixes for very small and very large numbers, comparing them to the standard form. ▪ Find examples of numbers in standard form in encyclopaedias to convert them to normal digits. ▪ Reading the calculator manual to see how to use this efficiently for standard form numbers – trying some calculations to see how big a number can be before a calculator cannot cope anymore.
B	<p>We can only start to give a flavour of the wonderful world of trigonometry in this section and we will be revisiting this for the next 5 years. There is a lot that we cannot cover and we often feel that the students would like to know more and are capable of taking more on board at this stage.</p> <p>Therefore, start by looking at the Histories of Trigonometry on the excellent Nrich website – hopefully, with the excellent links, this will be just the start! http://nrich.maths.org/6843 http://nrich.maths.org/6853 http://nrich.maths.org/6908&part=</p>
C	<p>The origins of probability are inexorably linked with playing games (and often with gambling). It would be useful to spend time looking at chance and probability in games – the specific games will depend on your sensitivities to gambling but it would be worthwhile to talk about the problems with playing games such as these:</p> <ul style="list-style-type: none"> ▪ the national lottery ▪ card games ▪ board games <p>there are many sources available if you want to look at specific probabilities for any of these (for example – what is the chance of landing on “Free Parking” in Monopoly?)</p>
D	<p>Geometric transformations are a rich area to investigate and we often feel that we do not have time to delve into it in as much detail as we would like. In particular, we would like you to look at the connections between Art and Mathematics, using transformations. Good places to start are the Nrich articles and puzzles: http://nrich.maths.org/7002 http://nrich.maths.org/7023 http://nrich.maths.org/6987.</p>

	In addition, look at wallpaper pattern transformations, perspective in Art and enlargements in scale drawing (which may help in the next section of work).
E	<p>We start looking at 3D coordinates in this section and would like to extend our teaching to give a flavour of the variety of coordinate systems that are available. In our programme of study we cover the “Cartesian Coordinate system” (the familiar x and y axes) and only ever get the mention polar coordinates in Year 13 Further Maths! We don’t even get a chance to talk about Longitude and Latitude, or coordinates in space.</p> <p>To start your investigating try: http://mathworld.wolfram.com/CoordinateSystem.html</p> <p>Or http://en.wikipedia.org/wiki/Coordinate_system (the only wiki reference we give but the information is excellent and comprehensive)</p>

BIOLOGY

Unit	Possible support activities
1. food and digestion	<ul style="list-style-type: none"> • Keep a food diary and judge how balanced your diet is. (eat well plate) • Use packaging from foods to calculate energy and different food group intake from different foods. • Evaluate the relevance of serving sizes on food packaging traffic light labels. • See how long you can chew some bread for and describe how the taste changes due to the action of enzymes in saliva.
2. GCSE Ecology	<p>Students will start studying GCSE Biology in the Spring term.</p> <p>They will be studying the (1-9) AQA GCSE Biology course. The content they will cover in Year 9 will include ecology. Trips to nature reserves, Zoos, Natural history museum and watching Natural history programs (e.g. on the BBC) are all good ways of enriching their lessons. Trips to key habitats like sand dunes, and rocky shores to look at different ecosystems may also be of benefit.</p> <p>Useful GCSE Science resources include BBC Bitesize and the Skool.co.uk websites.</p>
General science. Experiments you can do at home.	<ul style="list-style-type: none"> • There are many websites online that give examples of experiments that can be done at home to develop scientific understanding further. • One is : http://www.planet-science.com This is a website for parents and teachers. In the area marked sci-teach follow the link to resources and inspiration for teachers. Scroll down to the little book of experiments. Click on the parent activities link and select from many different experiments related to science work studied in year 7, 8 and 9. E.g. making an edible DNA model in for the variation module.

CHEMISTRY

UNIT	OPPORTUNITIES TO HELP
Atomic structure	Research when the different parts of the atom were first discovered.
The atmosphere	Investigate air pollution
Metals	Consider the issues involved in the location of a blast furnace, including transport costs, environmental costs, labour costs etc. If possible arrange a trip to a blast furnace Look at the steelmaking resources on the Corus website (see below for link) Research phytomining Investigate the recycling of used metals, how has this changed over the last 30 years?
Crude oil and their uses.	Read up on alternative fuels for use in vehicles at https://www.afdc.energy.gov/fuels/

Useful websites include:

www.bbc.co.uk

en.wikipedia.org

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

Useful TV programs and DVD's include:

Brainiac

The living planet.

Chemistry, a volatile history

PHYSICS

UNIT	OPPORTUNITIES TO HELP
GENERAL	<ul style="list-style-type: none"> This is an important year as we commence the GCSE course at the start of Year 9. To further your daughter's enthusiasm for this subject, we recommend they dip into some of the Physics related chapters of Bill Bryson's 'A Brief History of Nearly Everything'. It is very entertaining, well explained and above all accessible. There are various revision websites out there, www.s-cool.co.uk is particularly good for both explanation and revision.
PARTICLE MODEL OF MATTER	<ul style="list-style-type: none"> Research about Archimedes and his Eureka moment. http://www.scientificamerican.com/article/fact-or-fiction-archimede/ http://ed.ted.com/lessons/the-real-story-behind-archimedes-eureka-armand-d-angour Research why water is more dense than ice. Build a solar oven http://www.planet-science.com/categories/experiments/outdoors/2011/07/build-a-solar-oven.aspx
MOMENTS AND PRESSURE	Try out the following simple but fun experiments at home: http://www.physics.org/marvinandmilo.asp

	<ul style="list-style-type: none"> • Fork balancer • Collapsing bottle • Glass lift
SPACE	<p>Use www.physics.org to explore more about our universe, e.g:</p> <ul style="list-style-type: none"> • How many planets are there like Earth? • Are we made of stardust? • A brief history of space

FRENCH

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

TOPIC	STRUCTURES	OPPORTUNITIES TO HELP
Self Family and Friends a) Describing your family and friends b) Describing family relationships	Present tense verbs (regular and irregular) Adjectives (regular and irregular) Reflexive verbs	Websites: *www.zut.org.uk - year 9 Who am I? www.languagesonline.org.uk - Present tense and Verb Busters, reflexive verbs, Adjectives **Ecoute et parle unité 1 Pronunciation practice **Tu comprends unité 1 Listening practice
Leisure a) Discussing your hobbies b) Describing a book or film c) Discussing what you used to do when you were little	Imperfect tense Revision of Perfect tense Use of perfect/imperfect Comparative and Superlative adjectives	Websites: *www.zut.org.uk -year 8 belonging to a club www.languagesonline.org.uk - Perfect tense, Imperfect tense, Verb busters, Using the Perfect and Imperfect tenses Ecoute et parle unité 2 and 3 Pronunciation practice Practice of imperfect tense Tu comprends unité 2 and 3 Practice of perfect tense Listening practice for leisure and imperfect tense Activities: P46-7 Extended reading. Find out about Winter Sports, Famous French people and the French Impressionists.
School and future plans, option choices	expressing future intentions aller, j'ai l'intention de,	Websites: *www.zut.org.uk -year 9 Jobs and year 8 School www.languagesonline.org.uk - Le Futur Proche Ecoute et parle unité 4

	j'espère, je veux + infinitive expressing obligation modal verbs il faut, pouvoir, vouloir, devoir	Pronunciation practice Discussing option choices Tu comprends unité 4 Listening practice for School (imperfect tense recognition) and Future Plans. Activities: P60-61 Extended reading, Cartoon Strip, Famous French people and Poetry.
Holidays, Accommodation and Weather	future tense consolidation of all tenses mixing tenses listening to and recognising different tenses relative pronoun qui/ que direct and indirect object pronouns y, en time expressions	Websites: www.zut.org.uk - Year 9 Holidays, Future Holidays and Camping, Youth Hostel, Hotel www.languagesonline.org.uk - The Future tense, Time phrases and tenses, various Grammar points – time phrases Ecoute et parle unités 5 et 7 Pronunciation practice, listening practice, Conversation practice Tu comprends unités 5 et 7 Listening practice for weather and accommodation Activities: Textbook P 75 and P104-105 Extended reading Investigate Futuroscope website www.futuroscope.fr
Environment	World problems, natural disasters, climate issues.	Focus on reading comprehension skills and vocabulary development ready for the next stage. Revision of notes.

*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
<u>Health</u> Grammar: <ul style="list-style-type: none"> Prepositions with the dative case Reflexive verbs with the direct object 	<ul style="list-style-type: none"> All students should be able to name the different parts of the body and describe illnesses. They will write and perform role plays pretending to be at the doctor's surgery, saying which illness or injury they are suffering from. To talk about health and fitness. 	Talk about healthy eating and keeping fit. Websites: www.languagesonline.org.uk – Deutsch – Logo 2 – Körper und Krankheiten / Fitness und Gesundheit https://gut.languageskills.co.uk/beginner/year8.html – Year 8 – Body and Illnesses
<u>Jobs and future plans</u> Grammar: <ul style="list-style-type: none"> Future tense 	<ul style="list-style-type: none"> All students should be able to talk about their future career plans and job options, giving reasons for their choices. 	Talk about jobs and advantages and disadvantages of different jobs to help them develop their own opinions. Vocabulary learning: support by testing and revising relevant vocabulary.

<ul style="list-style-type: none"> Conditional Revision of modal verb <i>wollen</i> 		Websites: www.languagesonline.org.uk – Deutsch – Logo 3 – Jobs und Geld https://gut.languageskills.co.uk/beginner/year9.html – Year 9 – Jobs & Money
SPRING TERM		
<u>Clothes</u> <u>Grammar:</u> <ul style="list-style-type: none"> Adjective endings 	<ul style="list-style-type: none"> All students should be able to name and describe clothes 	Help with vocabulary learning support by testing and revising relevant clothes vocabulary Websites: www.languagesonline.org.uk – Deutsch – Grammar – Adjectives in the accusative / Prepositions-Accusative and Dative https://gut.languageskills.co.uk/beginner/year8.html – Year 8 – Clothes http://www.yjc.org.uk/ is a good website with exercises to practise vocabulary
<u>Party</u> <u>Grammar:</u> <ul style="list-style-type: none"> Revision of adjective endings Revision of the perfect and future tenses The use of <i>dass</i> 	<ul style="list-style-type: none"> All students should be able to describe the preparations for a party and describe their best as well as a disastrous party. Students will also learn about German celebrations and cultural differences 	Help with vocabulary learning support by testing and revising relevant party vocabulary Students should research German celebrations such as Easter, Christmas, Carnival to help them understand cultural differences Websites: www.ukgermanconnection.org – Throughout the year you can find various information about German festivals and how they are celebrated in Germany www.languagesonline.org.uk – Deutsch – Logo 4 – Hausarbeit Verbs / https://gut.languageskills.co.uk/beginner/year10.html – Year 10 – Customs and festivals in German speaking countries and communities
SUMMER TERM		
<u>Shopping and lost property</u> <ul style="list-style-type: none"> Clothes and how to shop for clothes (in more detail than earlier in the term) <u>Grammar:</u> <ul style="list-style-type: none"> To revisit adjective endings and cover in more detail. Revisit prepositions with the dative and the accusative cases 	<ul style="list-style-type: none"> All students should be able to describe clothes in some detail. They will take part in role plays, buying clothes and giving and seeking opinions. To be able to report a loss and describe an item. 	Help with vocabulary learning support by testing and revising relevant clothes, shopping and lost property vocabulary Websites: www.languagesonline.org.uk – Deutsch – Logo 2 – Im Fundbüro / Grammar – Prepositions-Accusative and Dative https://gut.languageskills.co.uk/beginner/year8.html – Year 8 – Clothes http://www.yjc.org.uk/ is a good website with exercises to practise vocabulary

<u>Fairy Tales</u> <u>Grammar:</u> <ul style="list-style-type: none"> Learning the imperfect tense in German 	<ul style="list-style-type: none"> All students will be able to read abridged Brother Grimm fairy tales in German Students will put the imperfect tense into practice by writing their own German fairy tales 	<p>Talk to students about fairy tales they know to activate their knowledge and creativity.</p> <p>Perhaps even read fairy tales together.</p> <p>Help with vocabulary learning support by testing and revising relevant vocabulary</p>
<u>German history</u> (concentrating on Germany's history since the Second World War) <u>Grammar:</u> The imperfect tense	<ul style="list-style-type: none"> All students should gain historical knowledge of Germany since the Second World War They should be able to talk about important events that happened in Germany since the Second World War. 	<p>Talk about recent German history, dealing with stereotypes and the major changes that Germany has experienced in recent history.</p> <p>Watch YouTube videos relating to Germany's post war history.</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 2 workbook.</p> <p>**Students are offered the opportunity to participate in the German Exchange this year and also in Year 10.</p>		

LATIN

Ecce Romani Chapter	Topic	Activities/Opportunities to help
Ecce Romani 2		
20. Murder	Principal Parts Reinforcement of Perfect and Imperfect tenses	Choose ten verbs and compose a table of their principal parts. VLE – Ecce Romani Stories – Story 20 activities.
21. A Restless Night		Make a chart of all tense endings learnt so far. Practise chanting endings.
22. From the Inn to Rome	Dative nouns	Make a recording of yourself chanting group 1, 2 and 3 nouns, load it onto your mp3 player, and listen to it each morning on the way to school. VLE – Ecce Romani Stories – Story 22 activities.
23. At the Porta Capena	The Future tense	Practise reciting -bo, -bis, -bit, -bimus, -bitis, -bunt and -am, -es, -et, -emus, -etis, -ent endings. Read through story 23 writing down each verb identifying person and tense.
24. Always Tomorrow	The Pluperfect tense	Practise reciting -eram, -eras, -erat, -eramus, -eratis, -erant. Make flashcards of all tenses learned so far.
Rome Project	Investigating the city of Rome	Encourage students to learn more about the city of Rome by reading some of the cultural background information on the Cambridge School Classics Project website: https://www.clc.cambridgescp.com/stage/clc/31 (scroll to bottom)
25. First Morning in Rome	Group 4 and 5 nouns	Make a poster of group 1-5 nouns with the endings highlighted. Make flashcards of all noun groups.
26. A Grim Lesson	hic and ille	Cut up a copy of the <i>hic</i> and <i>ille</i> table, then rearrange into the correct order.
Vesuvius Project	Translating an extract from Pliny's description of the	Investigate Pliny the Elder and Pliny the Younger: www.livius.org/pi-pm/pliny/pliny_e.html http://www.strangescience.net/pliny.htm www.bbc.co.uk/history/historic_figures/pliny_the_younger.shtml

	eruption of Vesuvius	Read the letter in full: www.eyewitnesstohistory.com/pompeii.htm <i>Investigate the history of Mount Vesuvius:</i> ancienthistory.about.com/od/pompeii/p/MtVesuvius.htm <i>Read The Secrets of Vesuvius by Caroline Lawrence and Pompeii by Robert Harris.</i>
27. A Visit to the Races		Learn more about the Circus Maximus: www.vroma.org/~bmcmanus/circus.html Watch the chariot race from Ben Hur to get an idea of the scale of the Circus Maximus and speed of the races. Identify features previously learned about.
Supported Self Study Project	Completing an individual work booklet	Ensure students are recording the completion of their work in their booklet. Ensure they are setting themselves homework after each lesson. Assist students in vocabulary learning.
Vocabulary	<p>Students will be expected to learn weekly vocabulary lists and prepare for larger assessments each term. Parents can ensure their learning is as effective as possible by:</p> <ul style="list-style-type: none"> • Ensuring they record vocabulary in their vocabulary books and adopt a 'little and often' approach to learning • Encouraging them to make links between languages, finding derivatives from Latin • Encouraging them to experiment with different ways of learning vocabulary (flashcards, pictures, rhymes etc.) • Encouraging them to test themselves using the Quizlet website or mobile app • Regularly testing them • Encouraging them to look over previous vocabulary at regular intervals 	

GEOGRAPHY

Curriculum Purpose

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

Curriculum Aims

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

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

Supporting Resources

Oxford School Atlas (or one of a similar quality)

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

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

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

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

Human Planet (BBC Series)

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

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

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

Year 9 Geography Curriculum Overview

AUTUMN TERM 1	Plate Tectonics Theory and Earthquakes Structure of the Earth Plate Tectonics Theory and continental drift The 4 major plate boundaries Causes and measurement of earthquake events Extended written consideration of the factors affecting earthquake impacts
AUTUMN TERM 2	Volcanoes and Supervolcanoes Types of volcanoes Formation of supervolcanoes Potential impacts of a supereruption at Yellowstone Volcano hazard management
SPRING TERM 1	Exploring Asia and China Consideration of the Physical and Human Geography variations between countries China's Physical Geography China's Human Geography China's impacts on the UK and Africa
SPRING TERM 2	Exploring India India's Physical Geography India's Human Geography Critical analysis of media / Hollywood portrayals of India – a comparison with reality
SUMMER TERM 1	Ethics and the Global Economy The Global Fashion Industry – ecosystem damage The Global Fashion Industry – employment inequality and issues Ethical business practice Fair Trade
SUMMER TERM 2	Challenges of Resource Management The global distribution of food, water and energy resources. Supply and demand imbalances and the impacts of these.

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

HISTORY

TOPIC	OPPORTUNITIES TO HELP
WWI	Imperial War Museum Trip to the Somme battlefield
India	British Museum Victoria & Albert
WWII	Imperial War Museum Duxford – also special events Cabinet War rooms Dover castle American cemetery Madingley National Memorial Arboretum
Holocaust	Imperial War Museum
Africa	British Museum Victoria and Albert http://www.visitlondon.com/maps/multicultural_london/african/

RELIGIOUS STUDIES

UNITS	OPPORTUNITIES TO HELP
1. Medical Ethics	<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><u>Websites:</u></p> <p>http://www.bbc.co.uk/religion http://www.bbc.co.uk/religion/religions/ http://www.bbc.co.uk/education/subjects/zh3rkqt http://world-faiths.com/school-resources/key-stage-3/</p> <p><u>Books:</u></p> <p>Buddhism: A Very Short Introduction - by Damien Keown This Very Short Introduction introduces the reader to the teachings of the Buddha and to the integration of Buddhism into daily life. What are the distinctive features of Buddhism? Who was the Buddha, and what are his teachings? How has Buddhist thought developed over the centuries, and how can contemporary dilemmas be faced from a Buddhist perspective? Words such as 'karma' and 'nirvana' have entered our vocabulary, but what do they mean? Damien Keown's book provides a lively, informative response to these frequently asked questions about Buddhism.</p> <p>What is Humanism? How Do You Live Without a God? And Other Big Questions for Kids – by Michael Rosen, Ms Annemarie Young What does it mean to be a humanist? Is humanism a new idea? How do people live their lives without religious beliefs? It will look at how humanists mark the milestones of birth, marriage and death. How do people without</p>

	<p>belief in God live moral and fulfilled lives, with respect for humankind and the universe? A thought-provoking approach will encourage readers to think about the big questions for themselves.</p> <p>Sophie's World - by Jostein Gaarder When 14-year-old Sophie encounters a mysterious mentor who introduces her to philosophy, mysteries deepen in her own life. Why does she keep getting postcards addressed to another girl? Who is the other girl? And who, for that matter, is Sophie herself? To solve the riddle, she uses her new knowledge of philosophy, but the truth is far stranger than she could have imagined. A phenomenal worldwide bestseller, Sophie's World sets out to draw teenagers into the world of Socrates, Descartes, Spinoza, Hegel and all the great philosophers. A brilliantly original and fascinating story with many twists and turns, it raises profound questions about the meaning of life and the origin of the universe.</p> <p>Television: BBC One - The Big Questions (Sunday Mornings) BBC One - Newsround (Daily) BBC / Channel 4 – Daily News Bulletins</p>
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COMPUTER SCIENCE

UNIT	OPPORTUNITIES TO HELP
Human Computer Interfaces – Design and develop an app using JavaScript and Blockly	<p>The software we will be using for this topic is: http://appshed.com/</p> <p>Students should consider the different ways they interact with technology when they are at home, at school or out and about and the different forms of technology used such as touch screen, voice over, biometrics, RFID etc.</p>
Cryptography and Encryption	<p>A trip to Bletchley Park in Year 8 provides a strong foundation for this unit. Cryptography methods are tried and tested to find the weaknesses in different systems.</p> <p>Books: Cryptography: A Very Short Introduction (Very Short Introductions) – Fred Piper The GCHQ Puzzle Book – GCHQ Everyday Cryptography: Fundamental Principles and Applications – Keith Martin</p> <p>Useful websites: http://www.tutorialspoint.com/cryptography/ https://thebestvpn.com/cryptography/</p> <p>Films: Watch the Imitation Game gain a 'Hollywood' perspective of the art of cryptography and to appreciate the work of Alan Turing</p>
Text Based Programming using Python - Part 2	<p>Download Python: https://www.python.org/downloads/</p> <p>Websites containing tutorials and programming tasks: http://www.pythonschool.net/</p>

	https://www.codecademy.com/
Artificial Intelligence and Ethics	<p>It is important that your daughter has a good understanding of the current developments in this area. The BBC technology pages are particularly useful:</p> <p>https://www.bbc.co.uk/search?q=artificial+intelligence</p> <p>Highlight the controversial issues raised by the use of AIs in different sectors from medicine through to manufacturing and appreciate the benefits and drawbacks that AI brings.</p> <p>https://io9.gizmodo.com/why-asimovs-three-laws-of-robotics-cant-protect-us-1553665410</p> <p>https://www.bbc.co.uk/news/technology-26147990</p>
Object orientation with Java + Greenfoot	<p>The software we will be using for this topic is:</p> <p>https://www.greenfoot.org/overview</p> <p>This website contains tutorials and examples that your daughter can follow and practise from.</p>
Environmental Impact of Technology and the Digital Divide	<p>This unit exposes the harsh environmental impact that toxic e-waste creates and unveils the digital divide from a geographical, economical, age and gender perspective.</p> <p>Reggie Yates has produced an excellent BBC documentary titled 'The Insider' highlighting the environmental impact of e-waste at a site in Ghana called Agbobloshie. There are also multiple newspaper articles that are useful to read:</p> <p>https://www.theguardian.com/environment/gallery/2014/feb/27/agboglobloshie-worlds-largest-e-waste-dump-in-pictures</p> <p>https://www.bbc.co.uk/news/science-environment-24994209</p>

MUSIC

UNIT	OPPORTUNITIES TO HELP
1, 2 20 th century music	<p>Websites:</p> <p>www.classicalmusic.about.com</p> <p>http://library.thinkquest.org/15413/history/history-mod.htm</p> <p>Visits:</p> <ul style="list-style-type: none"> • 'Edward Elgar Museum' the birthplace of the great English composer Edward Elgar, located in Worcester. <p>Books, TV & Films:</p> <ul style="list-style-type: none"> • http://journals.cambridge.org/action/displayJournal?jid=TCM • Magazines such as Q, Rock band, mojo <p>Listening</p> <ul style="list-style-type: none"> • Listen to any music from the composers below. Radio 3 might be a starting point or the CCHS cd collection. • Use itunes or spotify as a way in to listening • Access radio 3 or itunes' free podcasts <p>Research composers such as – Glass, Reich, Cage, Schoenberg, Webern, Berg, Nyman, Adams, Ives</p>
3. Pop Song	Websites:

	http://www.pop-music.com http://www.bbc.co.uk/music/genres/popandchart http://www.bbc.co.uk/learningzone/clips/composing-a-pop-song/5337.html http://www.bbc.co.uk/learningzone/clips/harmonising-a-pop-song/4891.html BBC Learning Zone Class Clips – this section of the BBC website has an extensive range of video clips to aid pop song writing. <u>Visits</u> Go to a Music festival <u>http://www.efestivals.co.uk/</u> <u>Listening</u> <ul style="list-style-type: none"> • www.xfm.co.uk • FreeRadio.tv/Radio+Pop+Music • Access itunes free podcasts • Spotify for free music
4. Music and Media	<u>Website</u> BBC website has many useful links Musicians vs record companies - who owns the music? http://www.musicforthemedia.com/mftm/ http://www.mediamusicuk.com/ <u>Software</u> Cubase, Sibelius, Reason, Logic are great programs for getting into the composing side of music and media
	<u>Visits:</u> <ul style="list-style-type: none"> • Going to concerts is an excellent, stimulating and inspiring way of being absorbed in musical life. One can learn an awful lot from watching a professional orchestra and ensemble. The LSO, RPO, RCM are exceptional orchestra who perform worldwide. Try and see a concert or two in London at one of the following venues: Royal Festival Hall Queen Elizabeth Hall Wigmore Hall Albert Hall (esp the Prom season. Tickets come as cheap as a few pounds!) The Barbican
Performance	<u>Support</u> Practise throughout the holidays and listening to professional recordings of the same instrument. <u>Visits</u> Going to performance recitals to hear professionals play your chosen instrument.
Composition	<u>Activities</u> Have a go at composing some short pieces maybe a verse or a chorus to a song. Learn the basics of notes names and time – signatures and key signatures. <u>Books</u> <u>Understanding Music Theory - Goldberger</u> <u>Theory Time grade 3,4,5 – David Turnbull</u> <u>For all of the above maybe a Music Summer Course might be an idea try visiting:</u> <u>http://www.summer-schools.info/cgi-bin/course.cgi?Theme=music</u>

Other modules include: **The Class Concert**

PHYSICAL EDUCATION

UNIT	OPPORTUNITIES TO HELP – (clubs are just examples – there are many others)
1. Netball	<p>Websites: www.mavericksnetball.co.uk www.englandnetball.co.uk www.netballeast.org.uk www.east-essex-county-netball.co.uk www.netballfun.com www.intosport.com www.gc2018.com – Commonwealth Games www.chelmsfordjuniornetballleague.co.uk</p> <p>Visits: Watch Mavericks at the University of Herts and/or other Superleague Netball Teams Watch England Netball – check website for dates.</p> <p>Clubs: Eastwood Netball Club – Philippa Pitts (01702) 528919 www.eastwoodnetballclub.co.uk Brookshaw Netball Club – Trina Ayre 07729606782 Chelmsford Netball Club - contact@chelmsford-juniors-nc.org.uk Conquerors Netball Club – Carol Clark (01245) 466726 Manor Netball Club – Tracy Reason www.pitchero.com/clubs/manornetballclub</p> <p>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.</p> <p>Activities:</p> <ul style="list-style-type: none"> • Watch Netball games on the TV or live. • Practise your netball skills, throwing, catching and shooting. • Practise your movement skills, sprinting, changing direction and jumping. • Help at the Year 6 Netball sessions in the summer term. • Umpire at training and in lessons.
2. Hockey	<p>Websites: www.englandhockey.co.uk www.greatbritainhockey.co.uk www.gc2018.com – Commonwealth Games www.essexcha.com – Essex Hockey</p> <p>Clubs: Chelmsford Hockey Club - www.chelmsfordhc.org.uk Brentwood Hockey Club – www.pitchero.com/clubs/brentwoodhockeyclub Basildon Hockey Club - www.pitchero.com/clubs/basildonhockeyclub Southend Hockey Club – www.southendhc.com Colchester Hockey Club – www.colchesterhc.org.uk Old Loughtonians Hockey Club – www.oldloughtonians.co.uk Upminster Hockey Club - www.upminsterhc.co.uk</p>

	<p><u>Activities:</u></p> <ul style="list-style-type: none"> • Practise dribbling a ball with your stick in & out of cones. • Practice taps up on your stick. • Practise your V-drag at speed. • Practise your hitting and pushing on the move. • Help at Year 6 taster sessions in the Summer term. • Umpire at training and in lessons. • Help run a lunchtime Hockey club.
3. Swimming	<p><u>Websites:</u> www.britishswimming.org www.eastswimming.org www.essexswimming.org www.bbc.co.uk/swimming www.gc2018.com – Commonwealth Games www.swimming.org/synchro www.bbc.co.uk/sport/synchronised-swimming</p> <p><u>Clubs:</u> Basildon Phoenix SC - www.phoenixbasildonsc.org Chelmsford SC - www.chelmsfordswimmingclub.org.uk Colchester SC - www.colchesterswimming.com/ Runnymede SC – www.runnymedeswimmingclub.com Witham Dolphins - www.witham-dolphins.org.uk Woodham SC - www.woodhamswimmingclub.org.uk Brentwood SC - www.brentwoodswimmingclub.co.uk Synchro Club - chelmsfordcityswimmingclub.org.uk/sections/synchronised-swimming</p> <p><u>Activities:</u></p> <ul style="list-style-type: none"> • You should be able to swim at least 100m on your front and back with good technique. • Go swimming regularly as a family. • Join a club or attend lessons. • Practise your swimming techniques especially Breaststroke and Butterfly. • Practise your tumble turns & treading water for at least 1 minute. • Help out at CCHS swimming galas. • Practise your synchronised swimming skills. • Watch synchronised swimming routines online. • Help at Improvers Swimming.
4. Gymnastics	<p><u>Websites:</u> www.eastgymnastics.org.uk www.british-gymnastics.org www.glasgow2018.com/sports/gymnastics - European Championships www.gc2018.com – Commonwealth Games</p> <p><u>Clubs:</u> South Essex Gymnastics Club - www.southessexgym.co.uk Chelmsford Gymnastics Club - www.chelmsfordgymnasticsclub.org Colchester Gymnastics Club - www.colchestergymnastics.com Carousel Gymnastic Club - www.carouselsofgymanstics.co.uk</p> <p><u>Books, TV & Films:</u></p>

	<p>Watch Olympic, World & European Championships coverage on the TV. Watch youtube videos of skills and routines.</p> <p><u>Activities:</u></p> <ul style="list-style-type: none"> • Practise your forward and backward rolls – vary ways into and out of them. • Practise your handstands, headstands, cartwheels, arabsprings and walkovers. • Improve your flexibility by stretching every day. • Improve your core strength with Pilates or various exercises. • Improve your posture by sitting and standing correctly – No slouching. • Join a cheerleading club and use your gymnastic skills in a different way.
5. Dance	<p><u>Websites:</u> www.yell.com › Essex › Dancing Schools www.sadlerswells.com http://new-adventures.net/ www.rambertschool.com www.northernballet.com</p> <p><u>Films & TV:</u> Billy Elliot Swan Lake – Matthew Bourne version and English Ballet Strictly Come Dancing Watch BBC Young Dancer - BBC4</p> <p><u>Activities:</u></p> <ul style="list-style-type: none"> • Join clubs and attend classes. • Practise your school dances at home. • Improve your flexibility by stretching every day. • Listen to music and count the 8 beats. • Audition for the CCHS Dance Show • Analyse choreography of other dance shows and use ideas for own dances. • Watch Dance performances live.
6. Athletics	<p><u>Websites:</u> www.englandathletics.org www.ukathletics.net www.esaa.net www.london2012.com www.rio2016.com/en www.diamondleagues.com/home www.gc2018.com – Commonwealth Games</p> <p><u>Clubs:</u> Chelmsford Athletics Club - http://chelmsfordathleticsclub.hitssports.com/default.aspx Basildon Athletics Club – www.basildonathleticsclub.com Braintree & District Athletics Club – www.braintreeanddistrictac.co.uk Colchester and Tendering Athletics Club – www.cat-ac.co.uk Colchester Harriers Athletic Club – email lynn.holden@btinternet.com Newham & Essex Beagles Club - www.newhamandessexbeagles.co.uk Havering & Mayesbrook Athletics Club - www.havering-mayesbrook.org</p>

	<p><u>TV:</u> 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><u>Activities:</u></p> <ul style="list-style-type: none"> • Join a club outside of school. • Go to watch Athletic competitions at your local club. • Practise your running technique for sprinting starts and jumping skills. • Practise throwing a tennis ball like a javelin. • Improve your flexibility, power and speed. • Practise your discus technique with a cloth. • Attend Athletics training at school regularly in the Winter and Summer. • Help at Year 6 taster sessions in the Summer.
7. Tennis	<p><u>Websites:</u> www.bbc.co.uk/sport/tennis www.lta.org.uk www.intosport.com</p> <p><u>Clubs:</u> Brentwood Lawn Tennis Club – http://www.brentwood-tennis-club.co.uk/ Brentwood Hardcourt Tennis Club - www.brentwoodtennis.co.uk Chelmsford Tennis Clubs – www.grovetennisclub.co.uk/juniors - www.chelmsfordianstennis.co.uk Marconi Tennis Club – piersnigthingale@hotmail.com Mob: 07795384027 Braintree Lawn Tennis Club - www.braintreeitc.co.uk Wivenhoe Tennis Club - www.wivenhoe-tennis.org.uk Great Baddow Lawn Tennis Club – www.greatbaddowltc.co.uk</p> <p><u>TV:</u> BBC coverage of Wimbledon & Davis Cup Sky TV and Eurosport coverage of Tennis Grand Slams</p> <p><u>Activities:</u></p> <ul style="list-style-type: none"> • Play tennis as a family or with your friends or siblings. • Practise your strokes and serve against a wall. • Join a club or attend lessons. • Ensure you know how to win points in both a singles and doubles match, plus score correctly and in the correct order. • Play in the school tournament and practise at lunchtimes.
8. Rounders	<p><u>Websites:</u> www.roundersengland.co.uk/play/rounders-in-your-area www.letsplayrounders.com</p> <p><u>Clubs</u> Chelmsford area - Lauren.neve@activeessex.org Southend area - kevinread@southend.gov.uk</p> <p><u>Activities:</u></p> <ul style="list-style-type: none"> • Practise throwing and catching skills.

	<ul style="list-style-type: none"> • Play Rounders as a family. • Join a club inside or outside of school. • Help run Rounders club at school.
9. Football	<p>Websites: www.essexfa.com www.thefa.com/womens</p> <p>Visits: Trip to Women's FA Cup Final</p> <p>Clubs: Chelmsford City Ladies FC – www.chelmsfordcityladiesfc.co.uk Colchester Town Ladies FC - www.clubwebsite.co.uk/colchestertownladiesfootballclub Colchester United Ladies FC - www.clubwebsite.co.uk/colchestertowngirlsfootballteams/Home Brentwood Town Ladies FC– www.pitchero.com/clubs/brentwoodtownladies Writtle Minors Girls FC – www.clubwebsite.co.uk/writtleminorsgirls</p> <p>TV: Football coverage is on lots of TV channels</p> <p>Activities:</p> <ul style="list-style-type: none"> • Practise dribbling with the ball. • Practise shooting and passing the ball against a wall or with someone. • Watch live matches locally or at professional clubs. • Join a local club. • Help out at Football club and coach younger students.
10. Handball	<p>Introduction</p> <p>Handball is a team sport played by two male or female teams consisting of seven players (6 fielders and 1 goalie) each. The players are allowed to handle and throw the ball using their hands, but they must not touch the ball with their feet. The objective of the game is to score and avoid getting goals. The team that scores more goals in a given period of time wins the match. The game is played at a very high speed and body contact is permitted. As a result, Fair Play has a central importance.</p> <p>Websites: www.englishhandball.com www.britishhandball.com</p> <p>Activities:</p> <ul style="list-style-type: none"> • Watch Handball on the television and online. • Practise your throwing and shooting skills against a wall or with a friend.
11. Tag-Rugby	<p>Introduction:</p> <p>TAG Rugby is a safe, fun and exciting form of non-contact rugby suitable for both males and females of all age groups and abilities. There are no scrums, line-outs or tackling allowed in TAG Rugby and the game can be played and enjoyed by both beginners and experienced players alike.</p>

	<p>Websites: www.tagrugbyevents.org www.englandtouch.org.uk/</p> <p>Activities: Play 'IT' or 'Tag' to practise your chasing and agility skills. Practise your throwing and catching skills. Join a local team or look for events in your area.</p>
12. Lacrosse	<p><u>Introduction:</u> Women's lacrosse teams use netted sticks to carry, throw, and shoot a ball along a field in an effort to score goals. A goal counts as one point and is scored when the ball completely crosses the opposing goal line between the posts and under the crossbar. The team scoring the greater number of goals in the allotted time wins the game.</p> <p><u>Websites:</u> www.englishlacrosse.co.uk www.englishlacrosse.co.uk/club-finder</p> <p><u>Activities:</u> Watch Lacrosse games on the TV and online. Use youtube and the internet to watch videos of skills and drills. Practise your throwing, catching, movement skills.</p>
13. General Fitness & Sport	<p><u>Websites:</u> www.bbc.co.uk/sport www.bbc.co.uk/sportacademy www.uksports.org.uk www.bbc.co.uk/schools www.sportengland.org www.uksport.gov.uk www.youthsporttrust.org www.britishsports.com www.london2012.com www.rio2016.com/en www.gc2018.com – Commonwealth Games</p> <p><u>Books & TV</u> Watch the Tour De France Watch various International Sports events Biographies of famous sports people such as Jessica Ennis-Hill.</p> <p><u>Activities:</u></p> <ul style="list-style-type: none"> • 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. Synchro - Create routines that you can use in school.
3. Gymnastics – forward roll, backward roll, handstand and cartwheels.
4. Games – ball skills – throw, catch, kick and strike.
5. Fitness – run and swim continuously for 15-25 minutes – cycle 45-60 minutes.
6. Plan own training programme to get fitter.
7. Opportunity to practise skills, in the garden or at the park.
8. Family participation in sport.
9. Attend outside sport courses and clubs.
10. Commitment to clubs/teams inside and outside of school.
11. Participate in sponsored and charity activities, e.g. Fun Runs.
12. Watch sport – live and on television.

DRAMA

UNIT	OPPORTUNITIES TO HELP
Subject support	Visit the theatre. Aiming to see different styles of theatre where possible
1. Joyride	Read at least one playscript of your choice The school library or your own local library should have a special section for them Notice the use of conventions of script writing.
2. Physical Theatre	Research the following styles/techniques of Physical theatre You can look for images on the internet to see photos of productions where this has been used. Mime artists Slapstick Lazzi Body Propping
3. Hard to Swallow	Find another play based on a true story to read and research Does this make this type of play more powerful?
4. Teechers and multi-role	Read the whole of the John Godber script 'Teechers' to help understand how the multi-role takes place after the initial extract studied in class. Try out moving from one role to another. Consider voice as well as body language.
5. Abstract and props	Research non-naturalistic theatre companies and photos of past productions to give you an idea of what is possible.
6. The Tree	Can you find another script about the environment? Research local environmental projects in your area. Consider/research how theatre can influence change in society.
7. Devising	We will also dip into some answers towards a Section A answer for the GCSE paper as a taster. http://filestore.aqa.org.uk/subjects/AQA-42401-QP-JUN13.PDF This is a sample paper. Look over the Section A questions and consider how you might be able to answer them.

8. TIE response work	<p>You will see 'Perfect' performed by a Theatre in Education company in school this year.</p> <p>What Dramatic techniques did you see used here?</p> <p>What was the effect of these techniques?</p> <p>Can you find a definition for these?</p> <p>Write review of this experience or another experience you have had of seeing live theatre this year.</p>
9. Greek Theatre	<p>Research the origins of Greek Theatre</p> <p>Consider</p> <p>How did it begin?</p> <p>How did it go on to develop?</p> <p>Can you see links between the words the Greeks used for theatrical ideas or items and words we use today?</p>

ART

UNIT	OPPORTUNITIES TO HELP
1. Portraiture	<p>Useful websites including:</p> <p>Google images</p> <p>National Gallery</p> <p>National Portrait Gallery</p> <p>artnet.com</p> <p>http://myweb.tiscali.co.uk/speel/group/aandc.htm</p> <p>Internet sites for artists, craftspeople and designers, and auctions and other events.</p>
2. Insects	<p>In the Autumn term we will be looking at Insects.</p> <p>Cross Curricular Links with Science.</p> <p>Other useful artists to look at based on this theme might include:</p> <p>Paul Beckman</p>
3. Illustration	<p>Summer term – Different style of drawing – Illustration.</p> <p>Books: on the Art – Illustration now</p> <p>Artist – Various contemporary artists.</p>
4.	<p>CD-ROMs.</p> <p>Computers used independently in school and at home, to provide continuity of learning and experience including a scanner, as it supports a wide range of creative activities.)</p>
5.	<p>Television: Art programmes, research BBC related programmes to topics covered.</p> <p>Art Publications, i.e. magazines that feature contemporary Art work.</p>
6.	<p>Activities: Take notes and make drawings in sketch books or on paper relating your work to everyday life.</p>
7.	<p>Visit Galleries: to look at original artworks – visits to museums, heritage sites and commercial outlets.</p>
8.	<p>Attend art courses/workshops. For example: The Curwen Print centre in Cambridge offer excellent weekend and holiday workshops</p> <p>http://www.curwenprintstudy.co.uk</p> <p>There are many local galleries such as Firstsite in Colchester that offer free workshops to students.</p> <p>Info@firstsite.uk.net</p> <p>www.firstsite.uk.net</p>

9.	(Cross curricular): History, the period in which an artwork was made and any external influences, English, biography of the artist/craftsperson, keywords and terminology, Geography, the country of origin of a work.
10.	See the 'Help your child discover' website (DfES) for activities in: <u>creative design</u> .
All of the above help to create a visual and cultural environment for students that will enhance their art and design creativity and thinking, whether in lessons or beyond the classroom at home.	