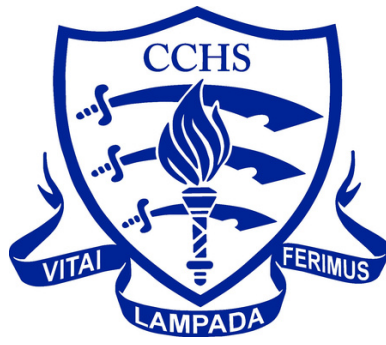




Chelmsford County High School for Girls

Year 9

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 Home of Big Questions"

Explore is a free learning resource from the University of Oxford that encourages young people to think critically by exploring engaging "big questions" across a wide range of subjects. It provides thought-provoking articles, videos and activities that families can use together to spark discussion, curiosity and independent learning. <https://explore.org/big-questions>

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. <https://www.nagc.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 9

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 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 9:

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

Mrs J Cross
Deputy Headteacher
(Academic)

Miss F Harrison
Deputy Headteacher
(Pastoral)

Mrs V Goksell & Mrs J Stevens
Year 9 Leader

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 The Oxford Dictionary of English) 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 your resource folders in Teams.
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. Teachers will advise where technology is necessary or not. 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 during Literacy lessons.
Fiction	<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. Visit before/after school and during lunchtime.
	<u>Bookshops</u> In Chelmsford there is Waterstones bookshop which is located 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 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. Although local theatres do offer some interesting and reasonably priced performances, some 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.’ BBC iPlayer offer excellent content around culture, literary history, and British/world history.
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 opportunities to practise group discussion and presenting to larger audiences. Speaking skill and confidence is assessed at GCSE level and is extremely valuable at school and beyond.
7. Letter writing	Writing a letter remains one of the most common exercises set at GCSE. You could encourage your daughter to write a letter occasionally instead of an email or text. The layout is less important than getting the tone, structure and sense of audience right. Letters that get results – to an MP, the local paper, to companies praising their product, to Chelmsford shops complaining about poor standards of service – are useful preparation for GCSE tasks.

Year 9 Timetable

Week 1-5: Writing from Paintings (creative writing)

Week 6 - 9: Drama: *Talking Heads*

Week 10 - 12: The Poetry of World War One

Week 13 - 15: Literary Heritage: *Little Women*, *Sense & Sensibility*

Week 16 - 26: Shakespeare’s *Romeo & Juliet*

Week 27 - 39: Novel: *The Purple Hibiscus* and extracts (female authors over time)

Mathematics

AUTUMN	SPRING	SUMMER
<u>Section I</u> • Laws of indices • Algebraic formulae • Standard form • Cumulative frequency & box plots • Comparing data sets <u>Section II</u> • Sequences • Surface area and volume • Factorising quadratics • Solving simple quadratic equations • Trigonometry (Pythagoras)	<u>Section III</u> • Straight line equations • Algebraic graphs • Combinations of probabilities <u>Section IV</u> • Lengths, Areas and Volumes of Prisms • Pythagoras' Theorem • Mean, Median, Modal Class	<u>Section V</u> • Fractions • Probability - including two way tables, venn diagrams and other methods • Multiply two brackets • Plot simple, quadratic and cubic graphs

GENERAL EQUIPMENT

- Good quality drawing instruments, including a pair of compasses along with a transparent ruler and protractor
- Scientific calculator – the Casio FX-85GTCW is recommended

GENERAL RESOURCES

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

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

Each section of work last approximately 6 weeks and ends with an end of section test. At the start of each section, the students receive a sheet detailing the content for that section; this also includes a list of vocabulary and essential facts to learn.

It would be beneficial if you could help your daughter learn these facts for the end of section test.

SECTION	OPPORTUNITIES TO HELP
A	Experience of different types and uses of statistical charts would be beneficial: newspapers, the news and websites such as http://www.statistics.gov.uk/ Many sites relating to sport display a great deal of statistics to interpret.
B	Experience in observing different uses of 3D drawing would be beneficial. This includes design plans (such as an architect) and art (such as the use of perspective in Renaissance art and the work of M. C. Escher).
C	In this section, we do some work on learning the operations of the calculator. However, we cannot go over all aspects of every calculator in detail. A tedious, but important task is to spend some time with your calculator and the reference manual and learn some of the operations.
D	Experience of the use of percentages in different contexts will be beneficial. This includes: • In the newspapers and on the news • On food packaging • In the shops – sales and % amounts free Discuss percentages when you see these in your daily lives.
E	We often find that the students have difficulty with the topic of bearings: this is often due to a lack of experience beyond knowing NESW. If you have the skills to use a compass and find bearings, then this would be a beneficial experience. In addition, it would also be beneficial to encounter probabilities in a number of contexts, such as: • Playing simple games of chance (e.g. in Monopoly, what are the chances of landing on Pall Mall from start) • Looking at chance in card games • Looking at chance displayed as odds • Discussing the use of probability in weather forecasts.

Biology

UNIT	OPPORTUNITIES TO HELP
1. Body Systems	• KS3 Anatomy Online http://www.innerbody.com/htm/body.html • https://education.nationalgeographic.org/resource/resource-library-cell-biology/?utm_source=chatgpt.com – Cell biology • https://education.nationalgeographic.org Asexual and Sexual reproduction
2. Variation	• KS3 Core Teaching Resources for Secondary Schools - Facts4Life Good site for resources on a wide variety of topics • Visit Natural History museum and the Darwin centre.
3. All about plants	• Visit open gardens such as RHS Hyde Hall or The Beth Chatto Gardens to look at the range of different types of plants and think about the conditions they live in and the adaptations that they have. • Grow plants from seed, e.g. beans or sunflowers and make observations about their growth rate. • <u>Autotroph</u>
General science	• www.bbc.co.uk/bitesize • www.skool.co.uk • http://www.docbrown.info/ks3science.htm • https://www.youtube.com/@AmoebaSisters

Chemistry

UNIT	OPPORTUNITIES TO HELP
Matter II	- Review work from year 7 using the following website http://www.bbc.co.uk/education/subjects/znxytrd - Look at a model of Brownian motion at Brownian Motion MinuteLabs.io - States of matter animation States of Matter: Basics
Reactions II	- Review work from year 7 using the following website http://www.bbc.co.uk/education/subjects/znxytrd - Volatile History 3: Power of the Elements
Metals & Energetics	https://edu.rsc.org/metals/115046.subject - Magazine articles Classroom Physics IOPSpark
Earth	- If on holiday in Yorkshire you could visit Magna museum http://www.visitmagna.co.uk/ Teach Earth - Earth Science Resources – www.stem.org
General resources	https://cognitoedu.org/home https://cognitoedu.org/home - There are many websites online that give examples of experiments that can be done at home to develop scientific understanding further.

Physics

UNIT	OPPORTUNITIES TO HELP
Electricity	- The Horrible Science Series of books are excellent – do not let their covers deceive you; they communicate high level science in a very clear and entertaining way. <u>Shocking Electricity (Horrible Science)</u> http://homeschooling.gomilpitas.com/explore/electricity.htm - the Electricity section gives details on how to build simple electric motors and provides a good link between the Electricity and Magnetism topics taught in Year 8. It also explores static electricity which is part of the GCSE course.
Space	- Fourmilab Earth and Moon Viewer - www.fourmilab.ch/earthview A simple piece of software which can show the Earth and Moon from different vantage points in space. It can be used in the classroom to reinforce ideas of night and day, phases of the Moon etc. It is particularly useful to show the day and night sides of the Earth at any point in time. National Schools Observatory- KS3 Earth, Sun and Moon - http://www.schoolsobservatory.org.uk/ This section of the National Schools Observatory website has been designed to help students understand how the movement of the Earth causes the apparent daily and annual movement of the Sun and other stars. Using the Earth in Orbit demonstrator students see how the Earth orbits the Sun and how it is itself spinning on its axis to give us night and day. The Spinning Earth simulator is designed to let students see views of the sky from various locations around the world at different times of the year. Once a location and time has been selected a movie runs showing the Sun and stars rising, moving across the sky and setting. www.nineplanets.org http://www.bbc.co.uk/science/space/solarsystem <u>Teach Earth - Earth Science</u> <u>World Space Week 2026 - Teaching Resources - BBC Teach</u> <u>Physics KS3/GCSE: How big is one giant leap on the Moon? - BBC Teach</u>
Electromagnetism	- The Horrible Science Series of books are excellent – do not let their covers deceive you; they communicate high level science in a very clear and entertaining way. <u>Shocking Electricity (Horrible Science)</u> http://homeschooling.gomilpitas.com/explore/electricity.htm - the Electricity section gives details on how to build simple electric motors and provides a good link between the Electricity and Magnetism topics taught in Year 8. It also explores static electricity which is part of the GCSE course. Try making a magnetic compass to find North: http://www.madsci.org/experiments/archive/860218908.Es.html - Science in Focus: Electromagnetic Spectrum and Electromagnetism
Thermal physics	Another very good read: <u>Killer Energy (Horrible Science)</u>
General resources	<u>Book – Isaac Science</u> <u>KS3 Physics - BBC Bitesize</u> <u>Circuit Construction Kit: DC - Virtual Lab</u> <u>Ohm's Law • Kirchoff's Law • Series Circuit</u> <u>PhET Simulations</u> <u>Balancing Act</u> <u>Torque • Rotational Equilibrium • Lever Arm</u> <u>PhET Simulations</u>

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 & 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.languagesonline.org.uk - Grammar sections Memorise/Quizlet links for vocabulary reinforcement.
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.languagesonline.org.uk - Particularly the perfect tense, Imperfect tense, Verb busters, Using the Perfect and Imperfect tenses and understanding the difference between them.
School and future plans, option choices	expressing future intentions aller, j'ai l'intention de, j'espère, je veux + infinitive expressing obligation	Websites: www.languagesonline.org.uk - Le Futur Proche
	modal verbs il faut, pouvoir, vouloir, devoir	www.languagesonline.org.uk -Particularly Modals verbs (which are irregular).
Holidays, Accommodation & 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.languagesonline.org.uk - The Future tense, Time phrases and tenses, various Grammar points – time phrases
Health and wellbeing	Doctors role-plays, body parts, physical and mental wellbeing	Focus on reading comprehension skills and vocabulary development ready for the next stage. Revision of notes.

Spanish

Encouraging your daughter to engage with the Spanish language outside the classroom is an excellent way to build confidence and develop cultural awareness. Regular exposure to Spanish outside lessons can make a significant difference to your daughter's progress. Encouraging her to practise key vocabulary, use language-learning websites or apps, listen to Spanish songs, and watch simple Spanish-language videos will help develop her confidence and fluency (dreamingspanish, duolingo, memrise, languagesonline and quizlet are good examples).

It is also beneficial to discuss aspects of Spanish-speaking cultures, such as traditions, food, festivals and daily life, to spark curiosity and deepen understanding of the wider world.

THEMES	KEY CONCEPTS	OPPORTUNITIES TO HELP
Talking about holidays in the present & past tenses	Preterite of ir Preterite of regular –ar, -er and -ir verbs Preterite of ser Using two tenses together	languages online for grammar and vocabulary Resources in class exercise books and Y9 booklet. Powerpoints to remember vocabulary on Teams Spanish Verb Conjugation - All Tenses & Moods Conjuguemos Linguno - Learn Spanish KS3 Spanish - BBC Bitesize
Technology Music and TV programmes	Revision of present tense Revision of me gusta(n) + noun Stem-changing verbs (preferir) Preterite of hacer Using two tenses together Using 3rd person sing of preterite	languages online for grammar and vocabulary Resources in class exercise books and Y9 booklet. Powerpoints to remember vocabulary on Teams Spanish Verb Conjugation - All Tenses & Moods Conjuguemos Linguno - Learn Spanish Play FestiLingo Free online Spanish language game for KS3 MFL students - BBC Bitesize
Food, eating out, traditional foods of Central South America	Using cognates Using the present and preterite and near future Using connectives, opinions and reasons Negatives (no, nunca, nada)	languages online for grammar and vocabulary Resources in class exercise books and Y9 booklet. Powerpoints to remember vocabulary on Teams Spanish Verb Conjugation - All Tenses & Moods Conjuguemos Linguno - Learn Spanish https://www.bbc.co.uk/bitesize/subjects/zfckjxs Play FestiLingo Free online Spanish language game for KS3 MFL students - BBC Bitesize
Arranging to go out	Reflexive verbs in context of getting ready to go out. Further practice with three tenses Time expressions and sequencers me/te gustaría + inf Stem-changing verbs querer/poder tener que + infinitive	languages online for grammar and vocabulary Resources in class exercise books and Y9 booklet . Powerpoints to remember vocabulary on Teams Spanish Verb Conjugation - All Tenses & Moods Conjuguemos Linguno - Learn Spanish KS3 Spanish - BBC Bitesize

What we normally wear & what you are going to wear	Using 3 tenses together Using frequency words	<u>languages online</u> for grammar and vocabulary Resources in class exercise books and Y8 booklet and workbooks. Powerpoints to remember vocabulary on Teams <u>Spanish Verb Conjugation - All Tenses & Moods</u> <u>Conjuguemos</u> <u>Linguno - Learn Spanish</u>
Mallorca as a Spanish holiday destination	To develop use of comparative and introduce the superlative in context of holiday homes/activities. To introduce imperative for asking directions. Using “this/these” Revising the near future tense	<u>languages online</u> for grammar and vocabulary Resources in class exercise books and Y9 booklet Powerpoints to remember vocabulary on Teams <u>Spanish Verb Conjugation - All Tenses & Moods</u> <u>Conjuguemos</u> <u>KS3 Spanish - BBC Bitesize</u> <u>Play FestiLingo</u> <u>Free online Spanish language game for KS3 MFL students - BBC Bitesize</u>

Latin

Suburani Chapter	Culture Topic	Language Content	Opportunities to help
13. Arelate	Roman Arles, Theatre	Relative pronouns & relative clauses	Explore the excellent Roman remains of <u>this town</u> Consider the importance of <u>theatre</u> and <u>drama</u> to the Romans
14. artifex	Mosaic making, Mining at Las Medulas	Future tense	Check out the Getty Museum's introduction to <u>Roman mosaics</u> Follow English Heritage's instructions to <u>make your own mosaic</u> Wonder at the scale of the mining operation at <u>Las Medulas</u> Practise chanting the future tense endings (-bo, -bis, -bit, -bimus, -bitis, -bunt)
15. villa	Country villas, Banquets, Menus	Indirect statements	Find out more about Roman dinner parties from The Met's <u>article and exhibits</u> Have a go at following your own Ancient Roman <u>recipes!</u> Try to think of as many verbs in English which would introduce an indirect statement (e.g. I know that, I believe that, I found out that...)
16. nuptiae	Marriage	Demonstrative pronouns (this & that)	Find out more about the life of women and girls in Rome with this <u>TED-Ed video</u> Read about Roman marriage in <u>this detailed article</u> from the University of Kent Try to find as many examples of this/that (hic, ille, is/ea/id) in the stories of Suburani online as you can
Literature Project		Explore the concept of Literature Study as a precursor to GCSE	This project will provide a taste of studying authentic Roman Literature, including some written by a woman (<u>Sulpicia</u>), which is a key element of GCSE Latin
Vocabulary acquisition		Students will be expected to learn vocabulary for each Suburani chapter. Parents can ensure their learning is as effective as possible by: • Ensuring they 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/app and Suburani vocabulary trainer • Regularly testing them • Encouraging them to look over previous vocabulary at regular intervals	
Grammar Practice		All students have access to the online version of our Suburani text book, which includes grammar exercises for every chapter, to build confidence on new concepts and consolidate understanding of older material. They may also choose to reread an earlier story as a means of quickly practising their comprehension.	

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

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

Year 7 Geography Curriculum Overview

AUTUMN TERM	Getting to Know Geography 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
SPRING TERM 1	Challenging Perceptions of Geography Around the World Independent and Group Research Group presentations Extended written comparison with the UK
SPRING TERM 2	Weather and Climate Understanding the difference between the two concepts Measuring the weather Microclimate investigation Water Cycle and Types of Rainfall Understanding weather in the UK
SUMMER TERM 1	Weather and Climate cont'd Extreme weather (hurricanes and tornadoes) Hurricane Mitch Understanding differences in hurricane impacts Managing hurricane activity + preparation
SUMMER TERM 2	Exploring North America Physical and human geographical diversity across the continent.

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
China & Russia	British Museum Victoria & Albert <u>China – Explore the Collections · V&A</u> <u>Global Africa – Explore the Collections · V&A</u>

UNITS	OPPORTUNITIES TO HELP
1. Religion & Belief	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. Websites: http://www.bbc.co.uk/religion http://www.bbc.co.uk/religion/religions/ http://www.bbc.co.uk/education/subjects/zh3rkqt http://worldfaiths.com/school-resources/key-stage-3/ Books: Mary Pope Osborne, "One World, Many Religions," Knopf Books for Young Readers, (1996). 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. Marc Gellman & Jos. A. Smith (Illustrator), "How Do You Spell God?," William Morrow, (1995). 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. Elizabeth Breuilly, Joanne O'Brien, Martin E. Marty (Editor), Martin Palmer, "Religions of the World: The Illustrated Guide to Origins, Beliefs, Traditions & Festivals," Checkmark Books, (1997). The School Library Journal 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. Television: BBC One - The Big Questions (Sunday Mornings) BBC One - Newsround (Daily)

UNIT	OPPORTUNITIES TO HELP
Each unit will be comprised of:	Websites: www.cchs.co.uk www.google.co.uk www.bbc.co.uk/art www.tate.org.uk www.nationalgallery.org www.royalacademy.org Youtube Most of the galleries have excellent websites which also allow you to search for artists and links to other sites. Artists databases www.smudgeflux.org easy access to work of practising artists in the UK today. www.axisartist.org/ largest online database of UK artists. www.openfrequency.org selection of current artist projects, exhibitions, events, bodies of work. www.thisiscolossal.com Social Media: Pinterest Instagram Twitter Visits: 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. Books, TV & Films: All libraries have an art section and there are many art related programmes available on a variety of media Activities: Research any art practitioners amongst your family and friends.
1. Figures & Proportions	Drawing is fundamental to the development of all figure practices and will form a major part of your course. During the first term you will undertake a series of drawing exercises aimed at developing your powers of observation and recording in The theme of 'Figures'.
2. Figures & Animation	During this project, students will explore accurate drawing and measuring techniques for the body. They will further their knowledge in 2D and 3D materials leading towards a final digital piece in the form of a moving animation. Websites: Google Images School Internet: Home, Subject, Art & Design Artroom, Eyes on Art, Art History Resources. Pixar shorts -Disney Youtube Visits: Chelmsford Museum Saatchi Gallery Cinema trips

	Books and Apps: • Books on William Morris, Andy Goldsworthy, • Anatomy Drawing School by Andras Szunyoghy • Apps/ programmes – Procreate, Pixart, imovie (free) Activities: Experiment using different apps to create moving imagery. Artist Henry Moore, Keith Haring
3. Art History	Websites: smarthistory.org www.metmuseum.org www.wikiart.org www.wga.hu www.thoughtco.com Activities: Take notes of important Art History dates and make connections with events that were happening at the time.
4. Perspective	Books: Sketch your world by James Hobbs Books on Hundertwasser. Visits: Tate Britain Activities: Take notes on artists and make drawings in sketchbooks of your home and garden from different positions.
5. Nature & Design: Drawing from direct observation	During this project students will get the opportunity to explore a range of mediums and techniques based around natural objects. Websites: Google Images artsandculture BBC Bitesize Visits: The V & A Museum London, The National Gallery, London. The Natural History Museum. Books, TV & Films: • Books on William Morris, Andy Goldsworthy, • Art Attack Activities: Research artists the artworks and their influences. Artists: William Morris Andy Goldsworthy

Drama

UNIT	OPPORTUNITIES TO HELP
Subject Support	Visit the theatre. Aiming to see different styles of theatre where possible
1. Drama is serious fun	Reflect 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
2. Stimulus Project	Create 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.
3. It was Terrifying	Rehearse and show your monologue at home as practice for your school performance.
4. Pantomime	We will be taking you to see a live pantomime. Observe - Look for conventions of pantomime – What is common to all pantomimes? Websites: http://www.its-behind-you.com/history.html http://www.encyclopedia.com/topic/pantomime.aspx
5. Mime	Watch a Charlie Chaplin film or research mime. Websites http://www.charliechaplin.com/ http://www.youtube.com/watch?v=zskO9O3hF78 http://www.mime.info/
6. Voice and Suond	Read Ghost stories – also poetry and folk tales in this genre. Websites; http://www.connexions.co.uk/culture/html/ghosts.htm http://www.orkneyjar.com/folklore/ghosts/
7. Fairytales	Read Remind yourself of all the famous fairytales. Where do fairytales come from? Websites: http://www.cs.cmu.edu/~spok/grimmtmp/

8. Melodrama	Research What is Melodrama? When did it become popular? Watch a film if you can get a copy of one. Websites: http://novaonline.nv.cc.va.us/eli/spd130et/melodrama.htm http://www.answers.com/topic/melodrama http://www.filmsite.org/melodramafilms.html
9. Pyramus & Thisbe	Read 'A Midsummer Night's Dream' http://www.sparknotes.com/shakespeare/msnd/ Use spark notes to help guide you through the plot and the language.
10. The Lion, the Witch & the Wardrobe	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.
11. TIE response	You will see 'Second Chance' performed by a Theatre in Education company in school this year. Which character did you like best and why? How could you tell when the actors were multi-roling as new characters? Write review of this experience or another experience you have had of seeing live theatre this year.

Music

UNIT	OPPORTUNITIES TO HELP
The Creative Curriculum	Websites: http://www.thirteen.org/publicarts/orchestra/ http://www.sfskids.org www.playmusic.org http://www.philharmonia.co.uk www.dsokids.com Visits: • 'Edward Elgar Museum' the birthplace of the great English composer Edward Elgar, located in Worcester. • The Museum of Popular Music, Sheffield Books, TV & Films: • 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. Listening Listen to Prokofiev's 'Peter and the Wolf' or Britten's 'The Young Persons Guide to the Orchestra'. BBC radio 2 BBC radio 3 Classic FM – these stations will give girls a wide variety of listening experiences
Performance	Activities 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.
Listening & Appraising	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
Composition	• Students will learn increasingly advanced compositional techniques throughout the year, using sophisticated musical technology to help produce advanced musical scores.
Visits	• 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

Computer Science

UNIT	OPPORTUNITIES TO HELP
Application Development	Students will use AppLab to build games. https://code.org/en-US/tools/app-lab
3D Computer Graphics	Students will use Blender for this topic: https://www.blender.org/ This is free software that students can practise creating their own 3D graphics.
Human Computer Interfaces – Design & develop an app using JavaScript & Blockly	The software we will be using for this topic is: http://appshed.com/ 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.
Cryptography and Encryption	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. Books: Cryptography: A Very Short Introduction (Very Short Introductions) – Fred Piper The GCHQ Puzzle Book – GCHQ Everyday Cryptography: Fundamental Principles and Applications – Keith Martin Useful websites: http://www.tutorialspoint.com/cryptography/ https://thebestvpn.com/cryptography/ https://www.cipherchallenge.org/ Films: Watch the Imitation Game gain a ‘Hollywood’ perspective of the art of cryptography and to appreciate the work of Alan Turing
Text Based Programming using Python - Part 2	Download Python: https://www.python.org/downloads/ Websites containing tutorials and programming tasks: http://www.pythonschool.net/ https://www.codecademy.com/
Artificial Intelligence & Ethics	It is important that your daughter has a good understanding of the current developments in this area. The BBC technology pages are particularly useful: https://www.bbc.co.uk/search?q=artificial+intelligence 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. https://io9.gizmodo.com/why-asimovs-three-laws-of-robotics-cant-protect-us-1553665410 https://www.bbc.co.uk/news/technology-26147990

Object orientation with Java + Greenfoot	The software we will be using for this topic is: https://www.greenfoot.org/overview This website contains tutorials and examples that your daughter can follow and practise from.
Environmental Impact of Technology & the Digital Divide	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. 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: https://www.theguardian.com/environment/gallery/2014/feb/27/agboglobloshie-worlds-largest-e-waste-dump-in-pictures https://www.bbc.co.uk/news/scienceenvironment-24994209 It is also important for students to consider the environmental impact of Artificial Intelligence.

Physical Education

UNIT	OPPORTUNITIES TO HELP
1 Netball	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 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 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.
2 Hockey	Websites: www.englandhockey.co.uk www.greatbritainhockey.co.uk www.gc2018.com – Commonwealth Games www.essexcha.com – Essex Hockey 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 Activities: • Practise dribbling/carrying the ball with your stick. • Practice taps up on your stick. • Practise your V-drag to get round a defender • Practise your hitting and pushing.

3 Swimming	Websites: www.britishswimming.org www.eastswimming.org www.essexswimming.org www.bbc.co.uk/swimming www.gc2018.com – Commonwealth Games Clubs: 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 Activities: • You should be able to swim at least 50m on your front and back with good technique. • Go swimming regularly as a family. • Join a club or attend lessons. • Practise your swimming techniques. • Practise floating on your front and back.
4 Gymnastics	Websites: www.eastgymnastics.org.uk www.british-gymnastics.org www.glasgow2018.com/sports/gymnastics - European Championships Clubs: South Essex Gymnastics Club - www.southessexgym.co.uk Chelmsford Gymnastics Club - www.chelmsfordgymnasticsclub.org Colchester Gymnastics Club - www.colchestergymnastics.com Carousel Gymnastic Club - www.carouselsofgymanastics.co.uk Books, TV & Films: Watch Olympic coverage on the TV. Activities: • Practise your forward and backward rolls. • Practise your handstands, headstands and cartwheels. • Improve your flexibility by stretching everyday. • Improve your posture by sitting and standing correctly – No slouching. • Join a club or attend lessons and courses.
5 Dance	Websites: www.yell.com › Essex › Dancing Schools www.sadlerswells.com http://new-adventures.net/ www.rambertschool.org.uk/ www.northernballet.com Films & TV: Billy Elliot Swan Lake – Matthew Bourne version and English Ballet Strictly Come Dancing Activities: • Join clubs and attend classes. • Practise your school dances at home. • Improve your flexibility by stretching everyday. • Listen to music and count the 8 beats. • Watch live dance shows and analyse the choreography and techniques

6 Athletics	Websites: www.englandathletics.org www.ukathletics.net www.esaa.net www.london2012.com www.rio2016.com/en www.london2017athletics.com www.diamondleague.com/home www.gc2018.com – Commonwealth Games Clubs: 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 TV: 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 Activities: • Join a club. • Go to watch athletic competitions at your local club. • Practise your running technique for sprinting and middle distance. • Practise throwing a tennis ball like a javelin.
7 Tennis	Websites: www.bbc.co.uk/sport/tennis www.lta.org.uk www.intosport.com Clubs: 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.braintreeltc.co.uk Wivenhoe Tennis Club - www.wivenhoetennis.org.uk Great Baddow Lawn Tennis Club – www.greatbaddowltc.co.uk TV: • BBC coverage of Wimbledon & Davis Cup • Sky TV and Eurosport coverage of Tennis Grand Slams Activities: • 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.

8 Rounders	Websites: www.roundersengland.co.uk/play/rounders-in-your-area www.letsplayrounders.com Chelmsford area - Lauren.neve@activeessex.org Southend area - kevinread@southend.gov.uk Activities: • Practise throwing and catching skills. • Play Rounders as a family.
9 Football	Websites: www.essexfa.com www.thefa.com/womens Visits: Trip to Women's FA Cup Final 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 TV: Football coverage is on lots of TV channels and youtube. Activities: • 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.
9 General Fitness & Sport	Websites: 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

Books & TV

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.

Activities:

- Improve overall fitness through different types of aerobic activities eg Cycling, Swimming, Running.
- Participate as a family in sports and activities.
- Participate in charity events - fun runs, walks, swimathon etc.
- Attend outside sport courses, lessons and clubs.
- Commit to your teams/clubs for your chosen sport
- Should be able to run/swim for at least 10min.
- Increase flexibility by stretching or doing yoga regularly.
- Use exercise to relax and to socialise with others.

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

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 on the dedicated suggestion list. Up to four books 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 Sharepoint 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	English texts including Talking Heads, Lord of the Flies, The Hound of the Baskervilles, Of Mice and Men, 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	Dictionaries, verb books. Dual language fiction books with French on one side and English on the other. French Literature books.
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.

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.
Music	Books on Elgar and other composers. Music theory books.
Computing	Excel basics and advanced as well as books on other software. Access to computers.
PE	Biographies of famous sports people. Olympics and other sports activity books.
Latin	'The Secrets of Vesuvius' by Caroline Lawrence and 'Pompeii' by Robert Harris. Ancient Rome books including Cicero and Caesar. Latin dictionaries.
Spanish	Dictionaries, verb books. Dual language fiction books with Spanish on one side and English on the other. Spanish Literature books