

Suggestions for Stretch and Challenge at Home

In addition to provision in the classroom and through extracurricular enrichment, there are a range of activities that students and families can engage with at home and in the wider community to extend learning.

General opportunities for stretch and challenge at home:

- Try new and different activities that encourage your daughter to go outside of her comfort zone. To develop a growth mind-set, it is important to learn to fail in a safe environment.
- Get your daughter to learn a skill that is not easily mastered to develop resilience and problem solving skills.
- Encourage creative thinking. For example, ask your daughter the question; “How many uses for a bottle can you think of in two minutes?”
- Playing board games which develop strategic or visuospatial skills are also beneficial ways to engage in challenging activities with your daughter.

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ART – KS3

Supporting your child in extending her skills, knowledge and understanding of Art and Design

Research and experience has shown that students identified as displaying aptitude in Art and who have the potential to achieve highly are much more likely to do so with the interest and support of adults at home and outside school. This is intended as a guide to suggest some activities and provisions which will extend your daughter's thinking and technical ability, but above all should be enjoyable!

Activities:

There are often extension activities as part of your daughter's set homework projects, or ambitious ways of approaching the projects – ask your daughter to share how she intends to challenge herself!

Rosebery School offers Bronze and Silver Arts Award as an extra-curricular qualification, which would allow your daughter to set herself a rewarding and independent creative project on any theme. Your daughter is strongly advised to take a look at the website and consider taking part – see www.artsaward.org.uk.

If your daughter is attending the PHA group, she will be given fun challenges in a lunchtime session every week¹ ranging from drawing to sculpture to photography and can choose to attend whenever she likes, but most talented students in art are also keen on producing their own ideas at home, too. Activities to suggest or support could include:

Drawing from life – this is an extremely important (and sometimes the most frustrating!) skill to develop. Try observing objects or environments, accurately capturing the shape, textures and light involved. Encourage your daughter to sometimes work for a sustained period, and to compare quick, expressive sketches with more careful observations.

Transcribing work – copying a section or all of an artwork in a similar media allows your daughter to understand the processes the artist went through to achieve a certain style.

Collage or drawing in response to an event or a news story helps student to create visual stimulus with meaning.

Building and sculpting shapes – this can be done with anything, and for anything, from blu-tak to craft straws – inventing new forms and structures in 3D is an important part of development.

Photography – encourage your daughter to use light in a thoughtful way, perhaps to add drama to a portrait or considering how light at different times of day affects the mood of the photograph.

Questions to ask about what your daughter is working on:

What made you decide to draw/make this? How is this different to your other work?

What would happen if you used different materials for this?

Is there an artist who works like this? Are you working in a particular style?

Galleries: Gallery visits are extremely valuable for young artists, allowing them to engage with artwork in 'real life' and often providing a range of free activities, course and workshops for younger artists. London is absolutely crammed with inspiring galleries and museums that are

well worth visiting for adults, too. Your daughter should be encouraged to draw first hand (from life) at museums and galleries as well as discussing the work or exhibits.

Recommended free galleries and museums easily reached from Waterloo: Tate Britain, Tate Modern, The V&A, The Saatchi Gallery, National Gallery, National Portrait Gallery, the Horniman Museum, White Cube, The Natural History Museum, The Photographer's Gallery, The British Museum, and The Science Museum. All of these have websites which give you a good understanding of what you might expect to see there and have some riveting exhibitions. You or your daughter could also download the free Art Fund app which gives you all the latest exhibitions near to you.

Useful Materials:

Firstly a space in which to work, which if possible, can be left undisturbed and isn't 'on the floor' – any flat surface at which your daughter can sit and focus on her art, is really useful.

Sketchbooks with cartridge paper, rather than 'printer' paper, make a huge difference, mainly because it is possible to work in wet media (ink, paint etc.) too.

Drawing pencils in a range of grades – 2B-8B are a big advantage for tonal work and expressive drawing. The 'B' indicates that they are soft graphite, and 8B is extremely soft and dark.

Paint and pastels at home are a fantastic birthday present, and range in quality. Acrylic paint (£8.70) and watercolour sets (£2) are available from the school at reduced prices, as are reasonable quality brushes (set of 5 for £3.50)

If your daughter wishes to use oil paints at home, please remember that they are extremely difficult to remove from clothes and that she will need a different set of brushes, rags and a jar of white spirit.

Drawing books: We highly recommend The Encyclopaedia of Drawing Techniques by Hazel Harrison and The Complete Book of Drawing by Barrington Barber as comprehensive, easy to understand drawing technique books, and more advanced reading and experiments in The Drawing Project: An Exploration of the Language of Drawing by Mick Maslen and Jack Southern.

ART – KS4

Supporting your child in extending her skills, knowledge and understanding of Art and Design

Research and experience has shown that students identified as displaying aptitude in Art and who have the potential to achieve highly are much more likely to do so with the interest and support of adults at home and outside school. GCSE Students could also take responsibility for extending their skills via additional workshops and making pro-active use of example A* coursework available via teachers.

Activities:

There are often extension activities as part of your daughter's set homework, or ambitious ways of approaching coursework – ask your daughter to share how she intends to challenge herself!

Entering competitions – there are many competitions open to GCSE-age students run by Saatchi Gallery, The Tate, local and national Rotary clubs to name but a few, and your daughter should be considering entering some. Her teacher will be able to support and guide entries.

Drawing from life – this is an extremely important (and sometimes the most frustrating!) skill to develop. Try observing objects or environments, accurately capturing the shape, textures and light involved. Encourage your daughter to sometimes work for a sustained period, and to compare quick, expressive sketches with more careful observations.

Transcribing work – copying a section or all of an artwork in a similar media (not just pencil!) allows your daughter to understand the processes the artist went through to achieve a certain style.

Photography – encourage your daughter to use light in a thoughtful way, perhaps to add drama to a portrait or considering how light at different times of day affects the mood of the photograph.

Questions to ask about what your daughter is working on:

What made you decide to draw/make this? How is this different to your other work?

What would happen if you used different materials for this?

Is there an artist who works like this? Are you working in a particular style?

Galleries:

Gallery visits are extremely valuable for young artists, allowing them to engage with artwork in 'real life' and often providing a range of free activities, course and workshops for younger artists. London is absolutely crammed with inspiring galleries and museums that are well worth visiting for adults, too. Your daughter should be encouraged to draw first hand (from life) at museums and galleries as well as discussing the work or exhibits.

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All of these have websites which give you a good understanding of what you might expect to see there and have some riveting exhibitions. You or your daughter could also download the free Art Fund app which gives you all the latest exhibitions near to you.

BUSINESS STUDIES: KS4

What can gifted students do to pursue their interest in Business?

- Reading broadsheet newspapers such as the Times, listening to the news or using a news app is a key way to enable students to observe the impact of businesses within a global business environment.
- Staying up to date with current economic and business issues provides students with an excellent opportunity to extend both their business terminology and understanding of the subject.
- Watching television programs such as Alan Sugar's: The Apprentice and Dragons' Den that encourage students to apply their business knowledge and experience in an enterprising way are also recommended in developing students understanding and interest of the subject.
- Work experience and visiting real businesses enables students to gain an insight into how businesses operate and their importance in a functioning economy. Students are encouraged to take advantage of such opportunities provided within school (with the schools local business links), however also wherever possible develop their own links with businesses.
- Trying A-Level exam questions is an excellent way for students to develop their business knowledge. They can access questions on the VLE/Rosebery Hub, alternately they can speak with Mr Harvey who will provide them with a question.

Some useful websites:

<http://www.businessstudiesonline.co.uk/live/>

<http://www.bbc.co.uk/schools/gcsebitesize/business/>

<http://www.bized.co.uk/>

<http://tutor2u.net/>

General Business/Enterprise issues:

<http://www.bankofengland.co.uk/>

<http://www.economist.com/>

<http://www.bbc.co.uk/apprentice/>

<http://www.bbc.co.uk/dragonsden/>

COMPUTING

Supporting your daughter in extending her skills, knowledge and understanding in Computing

There are 2 main areas of skill within the Computing curriculum: Digital literacy (using computers) and Programming. These skills can be practiced and developed at home. These skill will be accompanied by a range of knowledge based strands that will be covered by the curriculum in school.

To practice programming,

- the software we use in school, can be downloaded to a home computer, and there are many free online tutorials (both in text and video formats) that can guide your daughter through these programmes allowing her to create her own programmes. The software currently being used is Scratch (year 7) Kodu (Year 8) and Python (year 7 and 9). Another recommended title would be appshed- requiring a free subscription.
- Allow your daughter to create her own webpage (this can be done within office 365, sites, my site- this can only be accessed by Rosebery users who are invited to this site)
- Investigate and use Java script

To practice digital literacy

- allow your daughter to teach you (or a sibling/ relative) the skills she has learnt in school (even if you think you know how to do the skill already)
- encourage your daughter to learn and practice to touch-type (if your daughter is tempted to look at the keys, cover the keyboard), there are many free programmes and apps available online, we recommend bbc dancemat (<http://www.bbc.co.uk/guides/z3c6tfr#zgkpn39>), but any programme/game will be good practice.
- talk about the IT controls you have at home, and why you consider it important to monitor/ restrict your daughter's access to computers and mobile devices
- agree home rules for all family members to follower computers and mobile devices.

And finally,

We are in the early stages of setting up 'digital leaders' from the student body, encourage application for this role and working with these students to assist others in school.

DESIGN TECHNOLOGY

Each DT project has DT PHA and Challenge Tasks located towards the end of the Y7 – 9 booklets or as directed by your class teacher for GCSE and A level. Seek out the challenge activities used in lessons linked to the new AWOL criteria for Key Stage 3. Could Mastering be achieved in Design, Make, Technical or Evaluate? At GGCSE or A level what is needed to achieve an A – A* grade for the controlled assessment tasks or the examination? Aim to be creative and innovative when designing and avoiding just reinventing a current product. Be independent at every stage of iterative design process, recording all design decisions fully.

www.technologystudent.com

www.foodafactoflife.org.uk

Year 10

Textiles

Practical

Corset project

To produce a more complex product by combining a wide range of decorative techniques to make a highly embellished product.

To design and make an additional product that would co-ordinate with your corset.

Research

To conduct a further piece of research for the corset project.

Investigate a range of designers from different decades, what made them so successful? Collect images and critically analyse a selection of iconic products. Produce a story book showing the key fashion trends for each decade with written explanations.

Conduct an additional piece of research for the corset project.

Theory

Fibres - natural and synthetic fibres

Conduct further reading and research about fibres to produce an information booklet about it.

Include their origin, how they are manufactured and the characteristics/properties of the fibre.

Fabric construction - woven and knitted fabrics.

Conduct further reading and research about how fabrics are constructed and produce an information booklet about it.

Collect different fabric samples and collate in a book. Analyse them describing its characteristics. This will help you to build your knowledge about different fabric qualities.

www.textileshotline.co.uk

GCSE Coursework

To conduct primary research (visit shops etc to gain first-hand information rather than using the internet) when completing the research section of your coursework.

To analyse the research tasks in more detail commenting on wide range of points

Food

Create a recipe book of ideas you have tried at home using pictures of your own dishes. Use sensory analysis to inform decisions about making. Apply food science and the functions of ingredients to make informed choices.

Create a pictorial stage by stage account of how to make the dishes.

www.foodafactoflife.org.uk

www.nutrition.org.uk

Year 11

Textiles

Practical - More complex products produced – more panels & complex shapes. Greater use of decorative/construction techniques to be incorporated into the product.

In the theory tasks for the exam preparation you will complete two team tasks, to research a topic on 'Modern and Smart Textiles' and also a topic on 'Environmental & Moral Issues'. Select 2 or 3 other topics from the list and conduct your own independent research to produce a revision information sheet about it.

Food

Using the information on the VLE under tech yr10 Boardworks>Food technology, create a revision map for the topic of your choice.

KS5: Textiles and A level Art Textiles

To select appropriate topics that link to their coursework.

Students to work on separate work to coursework in order to build a portfolio which can be used for interviews at a later stage.

Topics to research and to discuss with written explanations

It is important that you keep abreast of things that are currently happening in industry. Use the following website to research any interesting recent developments.

<http://www.textilesintelligence.com/>

Also look at the article; <http://www.textilesintelligence.com/til/press.cfm?prid=446>

Sustainability

Sustainability is an important topic which the exam board will always ask questions about. Conduct further research on how companies have become more sustainable. Consider the following;

Does the high street do enough to support sustainability? Look at M&S – Plan A & Sustainable clothing action plan – DEFRA as well as your own investigations.

Moral & Ethical Issues

High street retailers follow trends which couture designers have created. Discuss if this is fair.

Designers

Discuss how a particular designer has had an influential impact on the fashion industry. (ie Vivienne Westwood)

Name 2 different brands or designers that are associated with the United Kingdom.

Explain why they have been influential in the development of the UK as an international centre for fashion & textiles.

With reference to a designer, analyse how you consider the textile products produced under their name to reflect the time and period in which these products were created.

Scrap book

Collect tears from magazines to produce a scrapbook of interesting features used in garments, annotate points of interest. Make suggestions of how these could be used in your own designs.

Select interesting features and make a sample showing how the technique could be used.

Current season trends

What is happening in A/W 12 trends (Feb catwalk shows) Pick out some key trends that you have found interesting

Give an overview of your findings of the trends using both images and written explanations. This could also be in scrap book format or collate on loose sheets.

Designers

Pick 1 or 2, what is it that you like about them, what inspires you, how they influence the current industry (or they may not be that influential)

Vivienne Westward is a good one – (influence of 70's punk rock, her style always incorporates emphasises the feminine form,)

I like Viktor & Rolf as they are so different and more unconventional.

High Street

Show awareness of what is happening, what different brands are. Not necessarily the mainstream ones, be aware of less mainstream..... ie All Saints etc

You could pick 1 or 2 out and do an analysis of them. Could include some photos of the window as you can comment not only their products but how they merchandise their garments.

Magazines

Awareness of not just Vogue and Elle..... perhaps have found an article that inspires you, rip out and then write a short explanation of what inspires you.

Check out Borders in Kingston as you go in they have a section of less mainstream mags..... Wallpaper etc. Not necessary to buy but have a look through see to familiarise yourself with. Maybe buy 1 or 2 that you really like and could do an explanation about it.

www.textileshotline.co.uk

DRAMA: KS3

In years 7, 8 and 9 there are a number of opportunities within Rosebery, where your daughter can attend practical workshops to extend and challenge her learning, as well as;

- Completing a LAMDA qualification <http://www.lamda.org.uk/>
- Watching suitable soaps on television and also a wide range of genres of films and documentaries, gaining ideas for improvisations and devised pieces of Drama.
- Attending local theatres to experience live theatre on stage as well as backstage will improve knowledge of the industry, which is essential for KS4 and KS5.
- Visiting the Surrey Performing Arts Library in Dorking, which offers a wide range of play texts, scripts, DVDs and also audio books to extend the ideas required within KS3 lessons.
- Logging on to the National Theatre Website, which offers further opportunities of research, especially this section on Commedia dell'Arte (a unit studied in year 8); <http://www.nationaltheatre.org.uk/backstage/commedia-dellarte>
- Taking part in Bronze and Silver Arts Award as an extra-curricular qualification, setting a rewarding and independent creative project on any theme – <http://www.artsaward.org.uk/>
- Being part of one of the school productions and also bi-annually there is a Shakespeare Drama Festival in the Autumn term.

DRAMA & PERFORMING ARTS: KS4 AND KS5

- In years 10, 11, 12 and 13, for both Drama and also Performing Arts, there are a number of theatre companies that are invited into school, that you daughter will have the option to attend, such as Frantic Assembly, Splendid Theatre and St Mary's University, Twickenham outreach.
- Your daughter could also consider the following;
- Attending local theatres to experience new styles of plays and musicals. Wimbledon and Richmond Theatres often have touring productions that are high quality. Further into London, there are theatres such as 'Battersea Arts Centre', 'National Theatre', 'Lyric Hammersmith' and many more.
- Visiting the National Theatre website, which provides masses of information on the History of Theatre and the Performing Arts Industry <http://www.nationaltheatre.org.uk/discover-more>
- Completing a LAMDA qualification <http://www.lamda.org.uk/>
- GCSE Drama Bitesize revision; <http://www.bbc.co.uk/education/subjects/zbckjxs>
- Researching job roles within the Creative Arts industry; http://creativeskillset.org/job_roles_and_stories/job_roles
- Leading sections of and taking a directors role within the school production(s).
- Designing and producing practical workshops for students during an afterschool production.

ECONOMICS

Stretch and Challenge in the Classroom

Economics attracts a range of students who combine it with languages, arts subjects or sciences but the nature of Economics means they are encouraged to use a synoptic approach and approach the questions utilising their other subject areas e.g. a question on fishing rights in the North Sea harnesses the geographers whereas genetically modified crops appeals to the Biologists.

A Level Economics is problem solving and often uses applied mathematics, it actively involves lateral thinking and creativity. Students are challenged with new concepts, differentiated questioning and take charge of lessons, either individually or in groups. Lessons are flipped so students are encouraged to read ahead of the lesson and prepare and extended writing is involved from day one.

Stretch and Challenge at Home

All students are expected to keep an Economics 'scrapbook' as AQA heavily relies on real world examples and the questions involve a good knowledge of the economy over the last 10 years. PHA students say the course gives them a better understanding of current affairs and that they engage in adult discussion at home on current issues such as Scottish Independence, the NHS crisis at A&E or a tax on fizzy drinks.

Resources and Events

- Visit the LSE for lectures (<http://www.lse.ac.uk/publicEvents/eventsHome.aspx>) or listen to podcasts(<http://www.lse.ac.uk/newsAndMedia/videoAndAudio/channels/publicLecturesAndEvents/Home.aspx>)
- Read The Times or Independent
- Attend A Level Economics conferences
- Tutor2U(<http://www.tutor2u.net/blog/index.php/economics/>)
- Bized (<http://www.bized.co.uk/learn/economics/index.htm>)
- Economics Today (Rosebery has a subscription)
- Articles by examiners and subject leaders.
- Students are encouraged to enter national essay writing competitions such as Young Business writer of the year and the Royal Economic Society Competition.

ENGLISH: KS3

What can I do to develop my skills in English and make sure that I am challenging myself?

- **Read widely** – both for pleasure and around the topics you are studying (for example if you are studying Shakespeare you could try reading another play that he wrote or do some independent research into what life was like in his day)
- **Join English club:** Monday lunchtimes
- **Complete KS3 Challenge Card**
- **Develop your creative writing skills**
- **Take a leading role in the learning in lessons** – choose an area to lead based on your strengths
- **Take the opportunity to enter the regular competitions put on by the English department**
- **Contribute to the Rosebery Rambler**
- **Follow us and join the conversation on Twitter - @RoseberyEng_Med**

ENGLISH: KS4

What can I do to develop my skills in English and make sure that I am challenging myself?

- **Read widely** – both for pleasure and around the topics you are studying (for example if you are studying)
- **Develop your creative writing skills by entering writing competitions and contributing to the Rosebery Rambler**
- **Take a leading role in the learning in lessons** – contribute your ideas and choose areas to take a leading role in based on your personal strengths
- **Think critically about what you read** – how successful is the writer in putting across their ideas/affecting the reader/achieving their purpose?
- **Seek the views of other readers** – ask your teacher about enotes.com
- **Follow us and join the conversation on Twitter - @RoseberyEng_Med**

ENGLISH: KS5

What can I do to develop my skills in English and make sure that I am challenging myself?

- **Read widely** – both for pleasure and around the topics you are studying
- **Develop your creative writing skills by contributing pieces to writing competitions or the Rosebery Rambler**
- **Take a leading role in the learning in lessons** – contribute your ideas and the resources you have found
- **Engage with critical material about the text/author you are focusing on in class** – the school library has a range of writing by literary critics. Look at how others view the text and use these ideas to inform your own reading.
- **Broaden your horizons** - Visit museums, galleries, exhibitions and places like the British Library when you have some free time
- **Follow us and join the conversation on Twitter - @RoseberyEng_Med**

GEOGRAPHY

Supporting your child in extending her skills, knowledge and understanding of Geography

Research and experience has shown that students identified as displaying aptitude in Geography and who have the potential to achieve highly are much more likely to do so with the interest and support of adults at home and outside school. This is intended as a guide to suggest some activities and provisions which will extend your daughter's thinking and ability in Geography, but above all should be enjoyable!

Activities:

Activities to support and further challenge your daughter could include:

- Choose challenging homework from the Rosebery Hub
- Watch relevant documentaries on the topics we are studying but also on topics outside of the Geography curriculum, to extend a love and passion for the subject (e.g. Into the Volcano with Kate Humble –BBC2 , Wild Weather by Richard Hammond)
- Use independent study time to research the topic in greater depth-at a different scale and/or over a period of time E.G.
(<http://www.bbc.co.uk/schools/gcsebitesize/geography>, <http://www.bbc.co.uk/news/>, <http://www.wateraid.org/uk/>)
- Use the Media to keep up-to-date with current geographical issues in the UK and the wider world
- Purchase additional textbooks, atlas and/or a revision guides to read more widely on the subject
- Use the Internet could help with research and understanding topics in more detail
- Encyclopaedia Britannica could assist in exploring topics fully
- Visit the library and speak to Mrs Little to find material you can use to read up on topics Eg. First News and National Geographic
- Visit the Natural History , the Science Museum, Kew Gardens, a National Trust location, the Seven sisters Country Park, a London tour

Questions to ask about what your daughter is working on:

What is the relevancy of what it you are studying?

Where is the place/event located in the world? (at a range of scales)

How will this event/issue impact on different people and places?

Why will people have different viewpoints about the issue?

Can you suggest how this issue can be managed in a more sustainable way?

HEALTH & SOCIAL CARE

Ways in which your daughter could extend her knowledge of health and social care matters:-

- Go through your written work and self- check it using CUPS.
- Visit the Science Museum and look at the Who Am I exhibition. Also visit the history of medicine section, and take a look at the medical equipment that was used.
- Follow us on Twitter @HSC_Rosebery
- Could you visit a residential care home for half a day/ one day? What are the daily activities of the health care workers? What Care Values can you observe in practice? Can you identify their PIES?
- Could you visit an early years setting? What skills are they developing? Are there any communication barriers you can identify?
- Research Florence Nightingale. Who was she and what impact did she have on the nursing sector?
- Research how/why the NHS was established. What might happen if it was do disappear?
- Watch health related programmes/ films/ documentaries e.g. Casualty, Food Unwrapped, Supernanny, Sixteen and pregnant, Eastenders.
- View the health section of the Channel 4 website.
- Read local Guardian e.g. Epsom and St Helier.
- Read health newspaper supplements.
- Create a “balanced meal” for your family.
- Interview people from different life stages. Find out about their Physical, Intellectual, Emotional and Social development.
- Design a health promotion campaign. Remember to explain the aims of the health promotion.

Please also discuss/remind her of any time that she has had to use any of the health or social care sector. Many of our students claim to have little knowledge of this area until we remind them of medical appointments they may have had. Perhaps there is a family member that they visit in a care home/ hospital, which you could remind them of?

HISTORY

Supporting your child in extending her skills, knowledge and understanding of History

Research and experience has shown that students identified as displaying aptitude in History and who have the potential to achieve highly are much more likely to do so with the interest and support of adults at home and outside school. This is intended as a guide to suggest some activities and provisions which will extend your daughter's thinking and ability in History, but above all should be enjoyable!

Activities:

Activities to support and further challenge your daughter could include:

- Visiting museums and exhibitions, e.g. – National Portrait Gallery, IWM, National Archives, British Museum, V&A, the Horniman Museum etc
- Visit other places of interest such as the Tower of London, the Cabinet War Rooms, Windsor Castle, Hampton Court Palace, Hever Castle, Kent Castle
- Take part in competitions run by Bourne Hall
- Watch relevant documentaries on the topics we are studying but also on topics outside of the History curriculum, to extend a love and passion for History (e.g. David Starkey, Days that Shook the World Series)
- Listen to Radio 4 discussions and debates on historical topics
- Research the context of the period – fashion, food, jobs etc, in order to gain a better understanding of the period
- Read Historical novels to immerse selves further in the period and also challenge how realistic the interpretations are
- Watch Horrible Histories and create their own historical videos on periods studied
- Purchase additional textbooks/revision guides to read more widely on the subject
- Interview a relative about their perspective on an event in the past
- Watch a historical film and do some research on how accurate it is

Questions to ask about what your daughter is working on:

What is your view on the events in the past that you are studying?

How does it compare to other time periods?

What different interpretations are there on this event?

Other tips

The internet could help with research and understanding topics in more detail

Encyclopaedia Britannica could assist in exploring topics fully

Visiting the library and speaking to Mrs Little, who has a History degree, and seeing what material you can use to read up on topics, or ask to borrow BBC History Magazine

LAW

Stretch and challenge in the classroom

- Asking 'what if....?' When discussing scenarios
- Reading around the subject
- Discussing cases that are in court at that time

Websites and reading material

- <http://sixthformlaw.info/>
- <http://www.lawsociety.org.uk/>
- <https://www.gov.uk/government/organisations/home-office>
- <http://www.bbc.co.uk/news/uk/>
- Documentaries on controversial cases

Questions to ask about your daughter's work

- How much power do judges have when applying the law? How much power do you think they should have?
- Ask about any of the following offences: assault, battery, abh, gbh (AS); plus murder/manslaughter, self-defence, the defence of intoxication, insanity, consent. Asking about the offences they are studying is extremely beneficial as they should be able to break down the offence and explain to you how it applies to different scenarios.

Places to visit

- Spend a morning or day at the local Magistrates' Court and tell the ushers why you're there – they may be able to arrange for you to meet the magistrates.
- Spend a day at a nearby Crown Court (e.g. the Old Bailey).

Work experience

Arrange to shadow a barrister or a solicitor.

MATHS

Stretch and Challenge in the Classroom:

- Challenge cards in maths classrooms (suitable for all key stages)
- FMSP challenge tasks - 2 per term - in all maths classrooms (suitable for KS4 & 5)

Websites:

- www.nrich.maths.org/public
- www.mathsnetalevel.com
- www.planetmath.org

Books of interest:

- *Fermat's Last Theorem* (Singh)
- *Does God Play Dice and Nature's Numbers* (Stewart)
- *Easy as Pi* (Ivanov)
- *The Music of the Primes* (du Sautoy)
- *Just Six Numbers* (Rees)
- *In Code* (Flannery)
- *Numbers, Sets and Axioms* (Hamilton)
- *The Universe and the Teacup- the Maths of Truth and Beauty* (L.C. Cole)
- *Algebra and Geometry* (Beardon)
- *Hidden Connections, Double Meanings* (Wells)
- *Elastic Fishponds...The Maths that governs our World* (Elwes)
- *The Norm Chronicles* (Blastland and Spitgethaltes)

Events

- The London Mathematical Society's website lists a number of public events:
<http://www.lms.ac.uk/events/public-lectures>

Gresham College's public lectures for Mathematics: <http://www.gresham.ac.uk/category/mathematics>

MEDIA STUDIES

Ways in which your daughter could extend her knowledge and understanding in Media Studies is to:

- Keep up to date with new media such as technological developments.
- Keep up to date with social issues and debates by reading and watching the news.
- Participate in extra curriculum activities that involve creativity in photography, moving image and/or sound.
- Read around key media concepts and critical debates by using the Media Studies Library in pupil share.
- Use youtube.com to access advanced photography and Photoshop techniques.
- Break down texts into use of codes & conventions, considering how meaning is created and the purpose and effect on the audience.
- Develop a confident use of the media key terminology.
- Consume media texts outside of comfort zone to broaden understanding of genre, representation, narrative, institution and media language.

MODERN FOREIGN LANGUAGES

At home:

Read a newspaper in the target language on a regular basis

French

Le Monde : <http://www.lemonde.fr>

Libération : <http://www.liberation.fr>

Le Figaro : <http://www.lefigaro.fr>

Le Parisien : <http://www.leparisien.fr>

Les Échos : <http://www.lesechos.fr>

La Tribune : <http://www.latribune.fr>

La Croix : <http://www.la-croix.bayardweb.com>

l'Humanité : <http://www.humanite.presse.fr>

Spanish

20 Minutos: <http://www.20minutos.es/>

ABC: <http://www.abc.es/>

El Periódico: <http://www.elperiodico.com/es/>

El Mundo: <http://www.elmundo.es/>

El País: <http://elpais.com/>

La Vanguardia:

<http://www.lavanguardia.com/index.html>

Público: <http://www.publico.es/>

Your daughter may also enjoy watching versions of their favourite television programs such as 'The Great British Bake-off' or 'The Voice' in the target language. The BBC has a guide to watching TV in Spanish <http://www.bbc.co.uk/languages/spanish/tv/> and in French <http://www.bbc.co.uk/languages/french/tv/>.

Make use of the school's subscription to the excellent Linguascope website at www.linguascope.com. You can access it with the Username: rosebery and Password: cookies. For more able learners who have already grasped the basic vocab games, we recommend using the blue [Linguastars](#) tab on the homepage to take you to some more challenging activities.

Have available a really good dictionary. Get your child to explore its wealth. Nominate a particular letter and then ask your daughter to put together a picture made up of objects starting with that letter in the target language. Also advise that "abstract" words, such as the horizon or an emotion, can be portrayed.

Play games such as Scrabble and Lexicon but in the target language. Decide with your daughter whether the scoring system needs to be changed or the frequency of letters changed, to take account of differences in the use of particular letters in other languages. That discussion itself would be most instructive.

Organize as much contact as possible with anyone who speaks the target language – family members, friends, native speakers and other visiting adults.

Outside the home:

The Institut Français (<http://www.institut-francais.org.uk/>) and the Instituto Cervantes (<http://londres.cervantes.es/en/default.shtm>) offer a range of activities for linguists including holiday classes, films and cultural workshops.

Get involved in the Epsom and Ewell Town Twinning Association: <http://www.epsomtwinning.com/>.

When visiting museums or attractions in London, request a copy of brochures or guides in French or Spanish.

On holidays:

If you are fortunate to travel to a French or Spanish-speaking destination for your family holidays, encourage your daughter to speak in the local language as much as possible. Visit a hypermarket or a large bookstore such as FNAC to find accessible resources such as magazines, board games and cook books in the target language. Also be on the lookout for free items such as menus and catalogues which can serve as authentic reading texts.

MUSIC

Stretch and Challenge in the Classroom:

- Always ask 'How can I challenge myself further?'
- Composition Challenge Board in G12 – 'How can I develop my composition further?'
- Be the accompanist or leader in a group performance
- Read about the composer or background of a piece you are studying

Extra-curricular opportunities:

- Rosebery has a wide and varied extra-curricular music programme.
- The Rosebery Christmas Concert is held at the Epsom Playhouse (3rd December 2015).
- PHA students are encouraged to take a leadership role within department ensembles, or set up a new ensemble of their own.
- We have a team of 23 peripatetic instrumental and singing teachers, offering a wide variety of instruments.
- Theory club is available for those preparing from grade 5 theory, or those who just want to improve their knowledge of music theory.
- Every 2 years the Music and Drama departments collaborate to produce a school musical, giving opportunities for singers to be on stage, and instrumentalists to play in the band.

Stretch and Challenge opportunities outside of school:

- Go to a concert, locally or in London
- Listen to Music on Spotify
- Watch a television programme about Music, e.g. Howard Goodall, Charles Hazlewood
- Listen to a recording of a piece you are learning to play to really grasp the musical style

Key Questions:

- Is it valid to talk of 'good' music?
- Why do composers go in and out of fashion?
- Can jazz be properly explained?
- Can musical appreciation be taught?
- Is 'electronic music' a contradiction in terms?

Public Lectures and Events

- Gresham College: <http://www.gresham.ac.uk/category/music>
- Free classical music in London: <http://www.timeout.com/london/opera-classical-music/free-classical-music-in-london>

PHYSICAL EDUCATION: KS3

From our experience it is clear that students who participate regularly in sport and PE from a young age tend to achieve highly in their GCSE PE exam if selected as an option. This is due to the support of adults at home and outside school. In addition to the work the PE department do with our potential high achiever booklets, this is an intended guide of extra activities for your daughter to stretch and challenge her knowledge of sport and PE.

Clubs - There are many opportunities for your daughter to challenge herself in PE. Firstly, encourage your daughter to attend some/ more extra-curricular clubs. The PE department offer a wide range of activities at lunchtime and after school to get involved in. Please take a look at the PE department homepage on 'The Hub' to see what is available.

Sports teams - Join a club outside of school. This is a great way to make new friends and play at a high level. You will also be improving your skills on a regular basis and possibly play matches at the weekends against other teams.

The body – Encourage your daughter to find the names and location of all of the bones in the human body. She can do this easily by placing 'sticky notes' on somebody else.

The muscles – Encourage your daughter to find the names and location of all of the muscles in the human body. She can do this easily by placing 'sticky notes' on somebody else. This will be very useful in PE lessons and give your daughter confidence when leading stretches to the class or a small group. To develop this further your daughter can learn what stretches are used for each muscle.

Observation and analysis – While at a sports match/ waiting for a turn on the trampoline/ watching a sibling play/ perform in sport, encourage your daughter to analyse the performance suggesting areas of strengths and weaknesses.

PHYSICAL EDUCATION: KS4

Clubs – 60% of your daughters GCSE grade is made up of practical activities. This can involve performing, coaching or officiating a sport or activity. Due to this we strongly recommend that you encourage your daughter to attend the extra-curricular sports clubs that the PE department offer at school. The details of our clubs can be found on the PE department home page on 'The Hub'.

Sports teams - Join a club outside of school. This is a great way to make new friends and play at a higher level that is required for a good GCSE practical score. You will also be improving and practicing your skills on a regular basis and play competitive matches at the weekends against other teams.

Healthy active lifestyles - Choose two of your sports that you are performing as part of your practical exam. Have an attempt at creating a training programme for these sports and apply the principles of training.

Respiratory System

Choose two sports, then: Establish when Oxygen debt could occur.

Suggest if the performer has been working, aerobically or anaerobically.

What would be the by-product of oxygen debt.

Suggest two ways that the performer could remove this by-product.

Somatotyping and Diet

Choose a sport then:

Suggest which somatotype this sport should predominantly have.
Explain the implications of performance enhancing drugs on this sport.
Develop a diet the sports performers should have for their sport.
Evaluate the effectiveness of BMI testing in relation to this sport.

Skeletal System – Evaluate your 4 sports and compare the injuries possible during each sport. What equipment / safety measures may be used to avoid such injuries occurring?

Cardiovascular System – Students can make a detailed evaluation of 3 different sports. They could then compare the sports in terms of the requirements of the cardiovascular system for that sport. To develop this, what method of training would help improve the cardiovascular system for that sport.

Muscles and movements – Look at sporting activities and analyse the actions made by the performers using the key terms 'abduction, adduction, flexion, extension, rotation'.

Develop this by looking at what muscles are used to produce these movements. Ask challenging questions to stretch your daughter further.

Observation and analysis – While at a sports match/ waiting for a turn on the trampoline/ watching a sibling play/ perform in sport, encourage your daughter to analyse the performance suggesting areas of strengths and weaknesses. To develop this, ask your daughter what detailed training methods / structured practices they would suggest to improve the performers skills in accordance to the perfect model.

PSYCHOLOGY

Websites:

- The Encyclopaedia of Psychology: <http://www.psychology.org/>
- PsychCentral <http://psychcentral.com/>
- Psychology Today <https://www.psychologytoday.com/>

Suggested Reading:

- *Understand Psychology* – Nicky Hayes.
- *Games People Play* – Dr Eric Berne.
- *I'm OK, You're OK* – Dr Thomas Harris.
- *50 Psychology Ideas you really need to know* – Adrian Furnham.
- *The Chimp Paradox* – Professor Steve Peters.
- *Psychology Review Magazine and Psychology Today articles (found in S11's reading corner).*

Key questions:

- How do phobias arise?
- Are people born evil?
- Is nature or nurture more important?
- Why do we feel the need to be accepted by others?
- Why can't I see the invisible gorilla?!

Public Lectures and Events:

- British Psychological Society Conferences and Events: <https://www.bps.org.uk/events/conferences-events/conferences-events>
- Plug in Your Brain (free student psychology lectures) at the University of Westminster: (<http://www.westminster.ac.uk/about-us/faculties/science-and-technology/plug-in-your-brain>).
- Interesting Talks in London - <http://interestingtalks.in/London/psychology-talks-london.html>

RELIGIOUS STUDIES

Ways in which your daughter can extend her knowledge in Religious Studies at Rosebery:

- Create revision resources for end of topic tests/ assessments.
- Look at and try out some past questions
 - **GCSE-** <http://www.ocr.org.uk/qualifications/gcse-religious-studies-b-philosophy-and-applied-ethics-j621-j121-from-2012/>
 - **A LEVEL-** <http://qualifications.pearson.com/en/qualifications/edexcel-a-levels/religious-studies-2008.html>
- Keep up to date with current issues by reading newspapers/ watching the news. You could discuss with your daughter, impact of such issues on an individual person and the community as a whole, as well as asking her opinion.
- Watching TV programmes such as 'The Big Question' which discusses a range of philosophical and ethical issues. This is on Sundays at 10am on BBC1. You could also watch any documentaries about religion, many of which you can find on BBC iPlayer and 4od.
- Visit different places of worship (please be aware of religious festivals and appropriate etiquette).
- Discuss philosophical and ethical issues in the home. You could discuss with your daughter her own view on issues but also ask her to consider why some might disagree with her.
- Follow us on twitter @RSRosebery

SCIENCE

Biology

Websites

- www.arkeve.org
- www.ted.com
- www.thenakedscientists.com

Suggested Reading

- *Nature* and *New Scientist* magazines
- *The Chemistry of Life* (Steven Jones)
- *Language of the Genes* and *Almost Like a Whale* (Steve Jones)
- *Genome* (Matt Ridley)
- *The Wisdom of the Genes* (Wills)
- *Darwin's Dangerous Idea* (Daniel Dennett)
- *The Selfish Gene* and *The Extended Phenotype* (Dawkins)
- *Virovolution* (Ryan)
- *Life Ascending* (Nick Lane)
- *The Revenge of Gaia* (Lovelock)
- *50 Genetic Ideas You Really Need to Know* (Henderson)
- *Zoobiquity* (Horowitz & Bowers)
- *Creation: The Origin of Life* (Rutherford)

Events and Public Lectures

- Society of Biology: <http://www.societyofbiology.org/events>
- The Linnean Society: <http://www.linnean.org/Education+Resources/student-events-and-resources/student-lecture-series>

Physics

Websites

- www.ted.com
- www.thenakedscientists.com
- www.galaxyzoo.com

Suggested Reading

- *In Search of Schrodinger's Cat* and *In Search of the Multiverse* (John Gribben)
- *The Physics of the Impossible* (Kaku)
- *Hyperspace* (Kahn)
- *QED and Surely You're Joking* (Feynman)
- *The Trouble with Physics* (Gleich)
- *How to Teach Quantum Physics to your Dog* (Orzel)
- *50 Physics Ideas You Really Need to Know* (Baker)
- *About Time* (Frank)

Radio

The Infinite Monkey Cage is a radio programme (on Radio 4 and BBC iPlayer) featuring Brian Cox and Robin Ince and combines theoretical Physics with stand up comedy.

Lectures and Public Events

- Institute of Physics: http://www.iop.org/activity/branches/south_east/lse/
- Royal Astronomical Society: <https://www.ras.org.uk/events-and-meetings/public-lectures>

Chemistry

Websites

- www.ted.com
- www.thenakedscientists.com

Suggested Reading

- *New Scientist* magazine
- *Chemistry* (Brock)
- *Principles of Biochemistry* (White, Handler and Smith)
- *Chemistry for Changing Times* (Hill, McCreary and Kolb)
- *Materials Science* (Ramsden)
- *The Periodic Kingdom* (Atkins)
- *The Disappearing Spoon* (Kean)

Lectures and Public Events

- The Royal Society: <https://royalsociety.org/events/>
- Royal Society of Chemistry: <http://www.rsc.org/ConferencesAndEvents/RSCEvents/chemistry-centre/public-events.asp>

SOCIOLOGY

Stretch and challenge in the classroom

- Ability to apply sociological concepts to all 12 mark questions
- Application of contemporary examples

Appropriate websites and reading material

- Podology (podcasts about sociology): <http://www.podology.org.uk/#/home/4556339389>
- Resourcd: <http://www.resourcd.com/@sociologyexchange>
- Sociology for GCSE AQA revision guide

Events to attend

Look out for talks and events run by the British Sociological Society (<http://www.britisoc.co.uk/>). Topics which would be particularly beneficial are:

- family
- education
- crime
- politics

Questions to ask about your daughter's work

- How would a C grade answer differ from an A grade answer
- Can you apply some contemporary examples to this?
- Are there any key theories to apply in this question?