

Origins



Y7 Origins

Creative Challenge tasks

Vlog

Record your own episode of "Who do you think you are?" tracing your family tree.

Advert

Design a comic book style portrait of your family.

Narrative

Write a poem or short story (one side of A4) titled: The New Girl or The New Boy.

Play script

Interview (or record an interview) with a member of your own family.

Listen to example interviews on BBC Radio 4 Chain Reaction <https://www.bbc.co.uk/sounds/play/b08fdwfs> (contains some strong language)



Speaking and Listening Activity - Meet and Greet!

Origins

Who am I?

Where am I from?



So nice to meet you

You must:

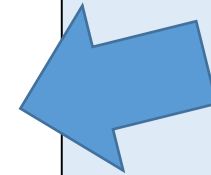
- meet at least three new people
- introduce yourself to each person by offering **three pieces of information about yourself** (the information might include interesting hobbies, ambitions, fears, etc...)
- **try to offer facts that give an indication of your personality**
- **listen to the three facts offered by the people you meet** (try to remember them to share with the class in the feedback session!)

Letter Writing Task

Task: Write a letter of introduction to your form tutor. You will need to give lots of information about yourself.

1. What is your full name? Are you known by your first name? Do you have a nickname? How did you get this name?
2. When were you born?
3. Where do you live? Have you always lived there? If not, where else have you lived? What kind of a building is your home?
4. Who else lives in your house? Include pets as well if you like. Write a brief sentence about each person – what they are like, who they are – anything you want to say.
5. Write a little about your friends. Are they from the same school or village as you? How long have you known them? What are the best and worst things about them?
6. What do you like to do in your spare time?
7. Who are your favourite pop stars or sportsmen and women?
8. What books do you like to read or what do you watch on T.V.?
9. What is your favourite place to visit for a day or holiday?

Here are some ideas to help you with your planning skeleton.



Planning your letter of introduction...



Use the planning skeleton to plan your writing.

Challenge!



Spot the errors...

Stick a copy of this letter into your exercise book. Correct as many errors as you can find!

**2 Middleton Street
Llandrindod wells
Powys
LD1 6RZ
15th september**

Deer Mrs Gwyn-Jones

i am really please to be in your form this year.

Letter writing WAGOLLS...

Dear Mrs Gwyn-Jones,

I'm really happy to be in your form this year. I'd like to tell you a bit more about myself. My full name is... (I have no middle name) and my nickname is... My brother, Ethan, gave me the nickname when I was little. I am 11 years old with long brown hair and brown eyes. I sit next to Dan in form (and most other classes)...

...I have seven pets altogether: two dogs, two guinea pigs and one rat. My dogs are excitable lurcher puppies called Monty and Wilf. They are extremely fast and love to dig holes in the garden! My cats are Mitzy and Fluffy. Mitzy is a ragdoll cat and Fluffy is a domestic cat. My favourite pet is my puppy Wilf because I've taught him tricks and he likes to play in the garden with me.

Dear Mrs Gwyn-Jones,

I would like to tell you a bit about myself as I am in your form for the next year. My full name is... I am eleven years old and I have blue eyes and blond hair. I sit right by your desk next to Rhys and opposite Louis.

I live on a farm in... and we have hens, sheep and cows. I live in a converted barn, however I used to live in... in a house which was once a police station...

...I like animals, do you? I especially like dogs and horses! I have four dogs named Bella, Bonnie, Biddie and Lilly. I also have a horse on loan called Stripe, who belongs to Underhill Riding Stables where I go most weekends. I enjoy riding horses! At home we farm sheep and cattle mainly, but we do have two pigs called Porky and Crackling. My favourite types of dogs are beagles and daschunds. Do you have a favourite type of dog?

Letter Writing Task

How successful were you?

Use this checklist to self-assess your work.



SUCCESS CRITERIA

Challenging

- ✓ Write one-two sides A4
- ✓ Paragraph your ideas – at least 3 main paragraphs
- ✓ Set out the letter correctly, with an appropriate beginning and ending
- ✓ Give clear information about yourself

More Challenging

- ✓ Your writing is lively and interesting. You entertain your reader
- ✓ Use a range of details/examples

Most Challenging

- ✓ Evaluate. Which facts or descriptions best sum up your character? What makes you different from other pupils in your class?
- ✓ Remember writing at the highest level will be convincing and almost error-free.

Reading Text: The New Girl

Read the first 3 paragraphs of the story.

Task: Draw Barbara Heston and label her with quotes from the text.

More challenging:

Read the whole story. Can you find other details about Barbara's appearance/ clothes you could add to your diagram?

Now mark your work. How many labels did you find? Add any missing labels.

Her friends say she is pretty

Loud voice

Arms and legs became blue and goose-pimpled

Curly red hair

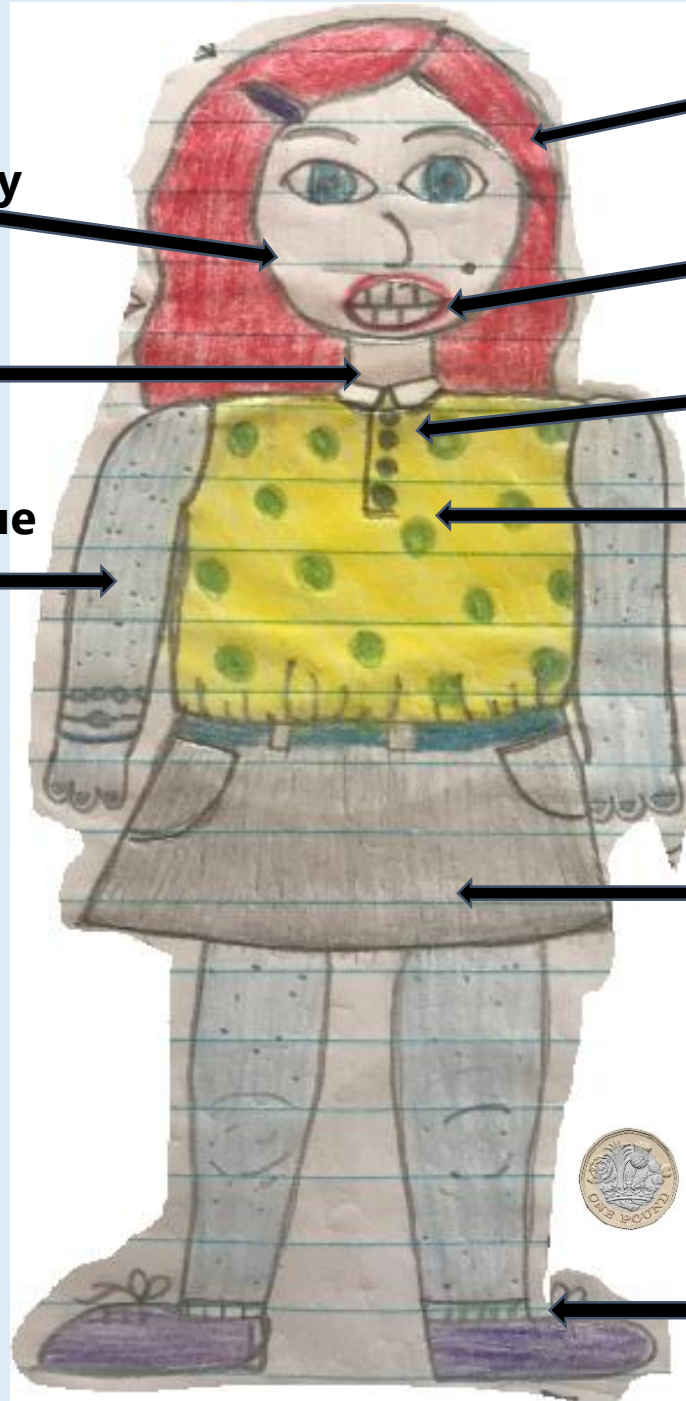
Big white teeth

She is a large girl

Sleeveless blouse

Miniskirt

Ankle socks



Storyboard

Step 1 - Read the whole text.

Step 2 - Choose 8 key events and create a storyboard.

Step 3 - Re-tell the story in your own words.

More challenging:

Can you incorporate key quotes into your storyboard too?

WAGOLL

Neatly presented images and writing

Summary of events in own words

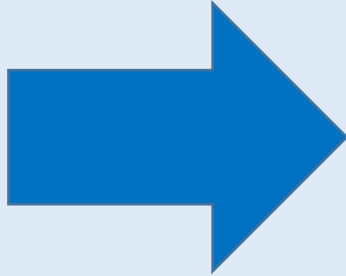


Events in chronological order

Key quotations

Reading: 'The New Girl'

Read the story
and answer the
questions.



Tip!
Use a highlighter to find the
key information in the text
for each question.

Answer in full sentences.



'The New Girl'

1 Barbara Heston is the most important person in our class. She is a large girl with a loud voice, curly red hair and big white teeth. Her friends say she is pretty. If you're small, you keep out of her way.

The new girl was small. Her name was Lily Barnes, though she looked more like a weed than a lily, being thin and nervous, as if she was afraid some gardener would come and yank her out by the roots and throw her on the rubbish heap. She was wearing the wrong clothes.

10 Our school doesn't have a uniform. We wear what we choose – or rather what Barbara chooses for we all try to copy her. Her parents are rich, and she always wears the latest and most expensive fashions, which we follow as best we can. This term it was sleeveless blouses, miniskirts and ankle socks, though it was a cold May and our arms and legs became blue and goose-pimpled, and the boys jeered at us. Lily came to school wearing shabby grey trousers with a patch on one knee, a red and green jumper too small for her and white trainers. I saw Barbara look her up and down and wrinkle her nose like at a bad smell.

20 One of Barbara's friends said something to her and they both laughed. They began calling the new girl 'Jumble'. I suppose because she looked as if she'd got her clothes from a jumble sale. It caught on. We all began to call the new girl Jumble, and soon it was as if she'd never had another name. She didn't ask us not to, but I know she minded. Her eyes often looked glossy and when she saw me watching her, she'd turn her head away. I'm sure she was close to tears.

One day she did cry. Barbara lost a pound coin out of the pocket of her cardigan, which she had hung over the back of her chair in the canteen. She said somebody must have stolen it while she and her friends were queuing for their sausage and chips. She looked straight at Jumble when she said this, so of course we all looked at Jumble, too. Jumble who was sitting alone at the next table. Jumble who was poor.

'It wasn't me', she said, but she flushed scarlet and her eyes looked glossy again, and everybody thought she was guilty.

30 'Give it back to me,' Barbara said, holding out her hand. 'Give it back right now, or you'll be sorry. You'll wish you'd never been born.'
'I haven't got it!' Jumble cried, and now her tears spilled over. 'I never touched your cardigan!'

'Let's search her,' somebody said.
We all moved towards her and she fled, out of the canteen and down the corridor, running like a terrified mouse looking for a dark hole to hide in. We went whooping after her, but Miss Greenleigh, coming out of the art room, stopped us.
'What do you think you are doing?' she demanded. 'You know you're not supposed to run in the corridors. Barbara, what's going on?'

40 'Nothing,' said Barbara automatically. 'We were just playing tag.'
'Well, go and play it in the playground,' Miss Greenleigh said. 'That's what playgrounds are for.'

Reading: 'The New Girl'

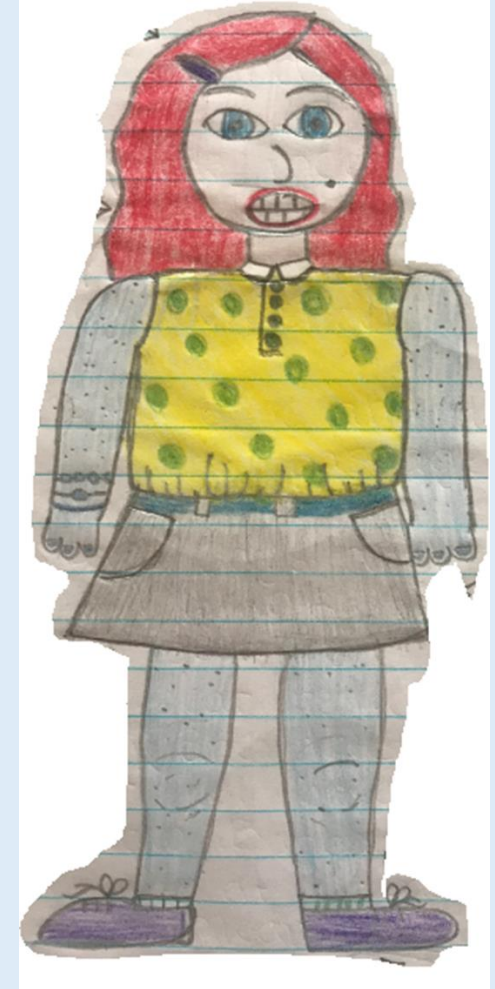
Task: Read the text and answer the following questions.

1. Look at lines 1- 3. Name two things we find out about Barbara Heston.
2. Look at lines 4-7. Can you suggest two reasons why Barbara Heston chose to be unkind towards Lily Barnes?
3. Look at lines 15-19. Name two things Barbara says or does to encourage the other children to dislike Lily.
4. A) Look at lines 21-22, 'Her eyes often looked glossy and when she saw me watching her, she'd turn her head away.'

What does this suggest? Tick two statements.

- Lily has very pretty, shiny eyes.
- Lily is trying not to cry.
- The writer thinks that the new girl does not like her.
- The situation is a game to the writer.
- The new girl is ashamed of appearing upset.

- B) How do you feel when you read this part of the story? Give a reason to support your opinion.



Reading: 'The New Girl'

5. Look at lines 30-38. Look at the way the writer describes the disagreement between Barbara and Lily. Find two words or descriptions that make the writing exciting? Explain how they make the writing exciting.

6. Mark with a T statements which are true and an F if they are false. The first one is done for you.

- Lily reminds the writer of a beautiful flower.
- Barbara parents' have lots of money.
- It proves that Lily stole the pound because she ran away.
- The girls ran silently after Lily down the corridor.

7. Number these events from 1 to 5 to show the order in which they happened.

Miss Greenleigh came out of the art room.

Lily is accused of stealing Barbara's pound coin.

Lily wears "the wrong clothes".

The pound coin falls out of Barbara's pocket.

Barbara & her friend start calling the new girl "Jumble".



Group discussion: Why do we have to wear school uniform?

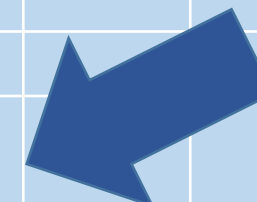


- In groups, think of 3 reasons why wearing school uniform is a good idea, and 3 reasons why wearing school uniform is not a good idea.
- Be prepared to share your ideas with the rest of the class. Now look at the table on the following page to share ideas.

Group discussion – statements about school uniform

Statements	Agree	Disagree
I wore uniform in primary school		
Pupils would pester some parents into spending more than they could afford on designer clothes.		
If some pupils can't afford smart clothes they are more likely to be bullied.		
Pupils are individuals so why shouldn't each individual be allowed to choose what they want to wear?		
Some parents find it difficult to get pupils to school in the morning. Choosing their own clothes would slow things down even more.		
Sometimes school uniform has to be bought from one shop which can charge excessive amounts.		
School uniform helps make all pupils feel equal whatever their ability their ability or background.		
School uniform helps pupils take pride in their school and feel they belong.		
When pupils get a job they will have to follow some sort of dress code.		
Having long hair or earrings can be a safety hazard in sport and practical activities.		
Staff end up spending more time disciplining pupils about their uniform than teaching them.		
You can easily tell how rich pupils' parents are, even if the pupils wear uniforms.		

- 1. Group discussion:**
Discuss each statement carefully, stating whether you agree or disagree.
- 2. Rank order each statement** you have agreed and disagreed with.
- 3. Hold a class debate** on the advantages and disadvantages of wearing school uniform.



WAGOLL Uniform Articles

Many people argue whether or not school uniform is beneficial or if it is outdated. In a recent survey, students have been asked to share their views on school uniform. Here are some of the results and opinions shared...

One Year 7 pupil declared, "Uniform is a great idea. It gives all pupils equality." Another student at the same school argued that, "Uniform should be banned as it prevents us from making our own choices. We are young adults and should have the freedom to choose."

In conclusion, it is clear to see that older pupils seem to think that uniform is something we no longer need. They just don't like it. However, younger pupils in the school seem to think that uniform is fair and should remain.

Article Writing Task

How successful were you?

Use this checklist to self-assess your work.



SUCCESS CRITERIA

Challenging

- ✓ Write one-two sides A4
- ✓ Paragraph your ideas – at least 3 main paragraphs
- ✓ Set out the article correctly, with headings and spaces for pictures
- ✓ Give both sides of the argument – for and against uniform

More Challenging

- ✓ Your writing is lively and interesting. You entertain your reader
- ✓ You use a range of reasons for and against uniform

Most Challenging

- ✓ Research. How is uniform different in other schools in Wales? Do other countries have similar rules for uniform? Remember, writing at the highest level will be convincing and almost error-free.

DCF Challenge: Ysgol Calon Cymru in the year 3000!



Producing

What will school be like in the future?



Produce a **presentation** on **MS PowerPoint** for year 7 students who will be starting school at Calon Cymru in 3000. Be creative! You may want to theme your project. A sports school? A school of witchcraft?....

Your project should be colourful and should include pictures. You may use a computer to present the handbook. The project should be written in a lively way to interest the reader and the accuracy of your writing is important.

Success Criteria

- Include a **general welcome** to the school
- Include information about:
subjects, teachers, uniform, school buildings, rules and punishments, extra-curricular opportunities
- Include a **map** of the school

Digital Skills:

- Include a **consistent colour scheme** for text and backgrounds
- Include a **clear layout** for information (e.g. subheadings)
- Include a clear awareness of **purpose and target audience** (suitable for Year 7 students)
- Include **visual effects** (transitions, animations)

Challenge+:

- Include a **voice over** by **inserting audio** over your PowerPoint slides