

Who am I?

Name .....

Form .....

Tick when completed

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# Who am I?

## *Introduction and instructions*



### **Introduction**

Welcome to the 'Who am I?' project. This project has been designed to ease the transition from your primary school to CCHS by providing you with some exercises to complete before you join us in September. The main aims of the project are:-

To familiarise yourself with the type of work you will be doing at CCHS.

To practise many of the skills that you have learnt at primary school and will be developing through your time with us.

To learn how to manage your time and to organise yourself.

### **Instructions**

All the exercises are available on the CCHS website. They can be found at:

[www.cchs.co.uk/current-students/whoami.php](http://www.cchs.co.uk/current-students/whoami.php)

- Print off the project and place it into a folder.
- You may complete the tasks in any order that you like.
- Read through each exercise carefully before you begin the task.
- You will need to complete some exercises on separate sheets of paper, place these in your folder with the instructions when you have finished them.
- Bring your completed work, in its folder, to school on your first day in September.
- If you have any difficulty in downloading the exercises then please get in contact with the school and we can provide you with a paper copy.

# Who am I?

## Exercise 1 Personal characteristics



For this task you will need to collect and record some data about yourself. Remember, where appropriate, to note down what units your data are measured in e.g. height in cm. You will then use this data in mathematics lessons to illustrate trends and patterns within your class.

You must ensure that you only use metric measurements.

- How tall are you? .....
- How long is your right thumb? .....
- What is the length of your left foot? .....
- What is your shoe size? .....
- What colour are your eyes? .....
- Which month is your birthday in? .....
- Are you right or left handed or both? .....
- How many siblings do you have? .....
- How many pets do you have? .....
- What is your favourite colour? .....
- How long will your journey to CCHS take (in minutes)? .....

# Who am I?

## Exercise 2 My Family History



Ask one of your grandparents to tell you about an incident in their lives that had a significant effect on them in some way. It could be an event that changed them, made them what they are today or something that could only have happened to them personally at that time and affected them in that particular way.

Your task is to retell your grandparents' story as a first person narrative; you will need to develop character, situation, atmosphere and feeling. Your story should be about 500 words long.

If you are unable to speak to a grandparent then any relative will do; the important aspect of the task is your retelling of the story.

**Please bring into school two copies of your story – one should be given to your new English teacher.**

# Who am I?

## Exercise 3 What am I made of?



A famous nineteenth century nursery rhyme enquires about what boys and girls are made of:

*“What are little boys made of?  
Snips and snails, and puppy-dogs' tails,  
That's what little boys are made of.  
What are little girls made of?  
Sugar and spice, and everything nice,  
That's what little girls are made of.”*

But what are you actually made out of?

Every single substance is made out of one or more of 111 different elements: this includes those in the human body. Your task is to find out more about which elements you are made from.

- 1) Find out and make a list of the elements that are present in the human body. Include the name and the chemical symbol for the each element.
- 2) For each element note down the percentage that it makes up of the human body.
- 3) For each element find out and write down whether it is a metal or a non-metal.
- 4) Without using a computer, draw a pie chart of the percentages for the 6 most common elements in the human body hydrogen, carbon, nitrogen, oxygen, calcium and phosphorus.

You will need to do some research to find this information out; you could use an encyclopedia, either paper based or online (e.g. Wikipedia), the internet or any other source of information.

All sources of information should always be referenced; you will need to include a list of your sources at the end of your piece of work.

# Who am I?

Exercise 4 What do I believe?



In what ways are the following statements different? Explain your answer in the box below.

1. I believe that the sun is yellow.
2. I believe that Manchester United is the best football club in the world.
3. I believe that God exists.

Each of these statements describes a belief but the statements are very different. The first is a fact, the second is an opinion and the third is a personal belief. Our personal beliefs are often a very important part of who we are. Write down some of your personal beliefs. (These do not have to be religious beliefs think about things that are important to you such as friendship).

# Who am I?

Exercise 4 What do I believe?



What we believe affects the way we behave and the kinds of people that we are. For example:

- a) If I believe that my family are the most important thing in my life I will want to spend time with them.
- b) If I believe that there is a life after death for people who are good in this life I will try to be on my best behaviour and try to help people.

For one of the beliefs you have included above try to explain how it might affect the way you behave.

# Who am I?

## Exercise 5 Identifying myself



### Situation

You have just started a new secondary school and you have a problem. Few of your classmates and none of your teachers know who you are, where you have come from or what you are all about! Wouldn't it be great if there was some way for you to be easily identified? This is your chance to solve that problem (Design and Technology type problem solving!)

### Design Brief

To design and make a product that will allow teachers and class-mates to know your name and identify something about you (you decide what).

The product you make must

- be durable enough to last for the first 6 weeks of the school term
- be suitable to wear with your school uniform
- be easy to read

The exact design is up to you but remember to be creative and imaginative. Please include a paper copy of your design with the project.

# Who am I?



## Exercise 6 Where is CCHS and why is it there?

Chelmsford, where CCHS is located, has not always been inhabited and in its history people would have made a decision to settle there. This set of activities will give you an opportunity to investigate and think about where Chelmsford is and why it is there.

### 1. WHERE?

a) Produce a map or maps to show the location of the Chelmsford.

If you have access to the Internet use Multimap [www.multimap.com](http://www.multimap.com) or Google maps <http://maps.google.co.uk/> to find your map.

b) Label where Chelmsford is located.

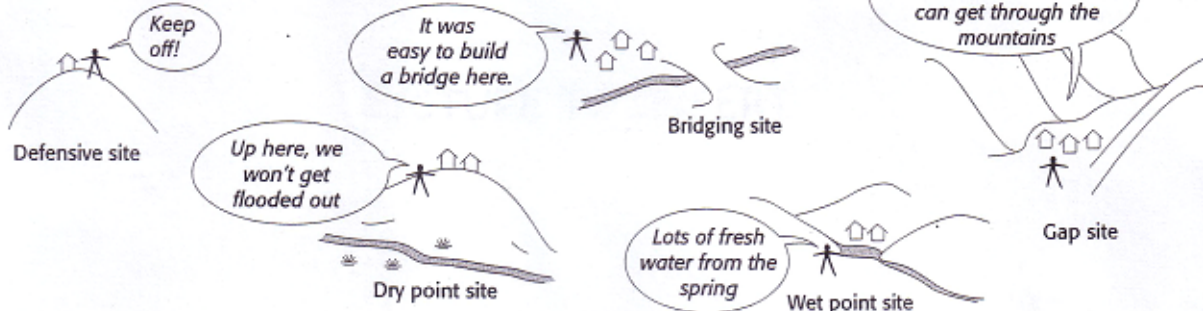
c) Describe the location of the town of Chelmsford.

For example, *Geography Town is in the South east of Angleland in the county of Wessex. It is 67km from .....*

### 2. WHY?

The site of a settlement is the land on which it is built and its immediate surroundings. The pictures below show different types of sites that are chosen for settlements.

When our ancestors settled down, they chose their sites carefully. These are the different types of sites they chose:



Look at the pictures and match the sites to the definitions in the table below

TYPE OF SITE	DEFINITION
	Has a good clean water supply (spring or well)
	At a point where you can cross a river easily
	Easy to defend from attack
	At a gap in a ridge of hills or mountains (and usually on a good route between them)
	Safe from flooding

# Who am I?

Exercise 6 Where is CCHS and why is it there?



### 3.

The names of places often give clues to the people who first lived there and the reasons for choosing that location.

In the table below, the first column shows parts of place names and what they mean: these are linked to their historical origin.

**a) Using an atlas, try to find an example of a town or city in the UK for each one.**

NAMES	EXAMPLES
<b>CELTIC</b> (Often found in Wales and Cornwall) Aber- or Inver- (river mouth) Tre- (town) Pen- (hilltop) Llan (church)	
<b>ROMAN</b> -caster, -chester or -cester (fort or castle) - Regis (belonging to the King)	
<b>SAXON</b> -ing (land of) -ham (farm) -ton (field) -bury or borough (defended)	
<b>VIKING</b> (often found in Northern England) -by (farm) -thorpe (linked to a bigger village) -dale (valley)	
<b>NORMAN</b> Bea, Beau, Bel- (beautiful) -mont, -mond (hill) -le, -la or -en- (in)	

**b) You are about to start school in the town of Chelmsford in Essex.**

**i) Why do you think Chelmsford was built in this location?**

**ii) Why do you think it is called Chelmsford?**

# Who am I?

*Exercise 7 What is my place in the wider*



Each house at CCHS is linked to another continent and country;

- C house: Nigeria in Africa
- G house: Romania in Eastern Europe
- H house: India in Asia
- S house: Guatemala in Central & Latin America

Each house sponsors one girl's education in their respective countries and we are continuing to develop links with overseas schools.

Your task is to research the country that your form is linked with and produce an A3 sized poster about that country. Your poster may contain any information that you feel is relevant and part of your task will be to decide both the nature and quantity of material to include.