



Brymore

experience to last a lifetime

Year 7 Independent Learning Booklet

Your gateway to improving your engagement with learning

“Independent learning is pupils having an understanding of their learning; being motivated to take responsibility for their learning; and working with teachers to structure their learning environment.” (Independent Learning - Literature Review. Retrieved from Department for Children, Schools and Families).

“A lot of people never use their initiative because no-one told them to” (Banksy).

DILIGENTIA ET LABORE

Year 7 Independent Learning Booklet

How to use this booklet

Once you have completed the tasks allocated by your teacher on Show My Homework, you can use this booklet to ensure that you have studied for at least one hour per school day.

These activities are independent projects that will allow you to consolidate and extend your knowledge.

Please take your independent learning into school when we re-open, to share with your teachers.

PHSRE: Genius Hour

This is your opportunity to select an area of interest and create an interesting display of your knowledge.

You need to make sure you are ready for your first PHSRE lesson, to show off what you have done

English

Spelling: See the following pages for support.

Reading: Use AR bookfinder and your ZPD to find the right books for you and then complete the quizzes.

Select an area of English and complete the online activities on grammar, reading, writing or vocabulary.

<https://www.cambridgeenglish.org/learning-english/activities-for-learners/Spelling>

Word Search: Create your own word searches using your spellings words or use this link to get your computer to do it for you: <http://puzzlemaker.discoveryeducation.com/WordSearchSetupForm.asp>

Air Spelling: Choose a spelling word.

With your index finger write the word in the air slowly, say each letter. Your partner needs to remind you that you need to be able to 'see' the letters you have written in the air. When you have finished writing the word underline it and say the word again.

Now get your partner to ask you questions about the word. For example: they could ask 'What is the first letter?', 'What is the last letter?' 'How many letters are there?' etc...

Media Search: Using a newspaper or magazine you have fifteen minutes to look for your spelling words. Circle them in different coloured crayons. Which of your spellings words was used the most times?

Pyramid Power: Sort your words into a list from easiest to hardest. Write the easiest word at the top of the page near the middle. Write the next easiest word twice underneath. Write the third word three times underneath again until you have built your pyramid.

Story time: Write a short story using all your words. Don't forget to check your punctuation!

Simple Sentence: Write a sentence for each of your words. Remember each sentence must start with a capital letter and end with a full stop.

Colourful words: Use two different coloured pens to write your words, one to write the consonants and one to write your vowels. Do this a couple of times then write the whole word in one colour.

Memory Game: Make pairs of word cards. Turn them all over and then mix them up. Flip over two cards. If they match you get to keep them. If not, you have to turn them over again. Try to match all the pairs.

Ambidextrous: Swap your pen into the hand that you don't normally write with. Now try writing out your spellings with that hand.

Missing Letters: Ask a partner to write out one of your words lots of times on a piece of paper, but each time they have to miss out a letter or two. Then you have to fill in the missing letters. After you have checked them all try it again with another word.

Listen carefully: Ask your partner to spell out one of your words; then you have to say what the word is they've spelt out.

Acrostic: Use word that start with each letter in your spelling word. You are more likely to remember it if it makes sense.

Spell - a - doodle: Create a picture and use your spelling words to fill in the detail. Each word must be written three times, e.g. a picture of clouds would have the lines formed with spelling words. You can add to the challenge by giving specific picture topics.

Spine Tinglers Takeaway Tasks (see how many you can do)

Create a description of a vampire without letting the reader know that it is a vampire. Which descriptive techniques will you need to use?	Choose a fairy tale or well-known Disney film. Change aspects of the story line to make it a Gothic horror novel. Explain what you have changed and why.	Choose an extract from the Gothic text you have studied in your Spine Tinglers unit. Change the mood or atmosphere that was created by the writer to the opposite of what it is.
Create a powerpoint presentation to teach another student how they could create a successful Gothic text. Teach them exactly what they need to do to make their writing 'Gothic'.	Write an opening to your own Gothic novel. Remember to include a range of Gothic conventions similar to the ones you have studied in class	Research the biography of one of the following Gothic writers: Mary Shelley, Edgar Allen Poe, Charles Dickens, Bram Stoker, Susan Hill, Walter De La Mare
Are ghosts real? Write a blog post debating their existence.	Create a film poster for Gothic novel you have discussed in class.	Create an information leaflet suitable for a Year 6 student about how to write a Gothic story.

Wordsmiths Takeaway Tasks

(based on the books you are reading right now!)

Come up with at least 10 questions you would want to ask the writer of the book you are reading.	Explain to a Year 6 student at least 3 way to begin a good story and give an example. Try to include ideas from the stories you've read recently.	Design a storyboard to show the plot of the book you are reading. Select at least 6 key moments.
Compare the last two stories you've read in terms of themes, character, plot and setting	Select your favourite character from the book you are reading and explain how you feel about them.	Write 3 different endings to the book you are reading (happy, sad and cliff-hanger)
Design a creative front cover for the book you are reading. Including title, pictures, blurb and reviews.	Choose a character from one of the short stories studied and write their biography.	Create a piece of artwork linked to the book you are reading and explain the links.

People and Places Takeaway Tasks

(how many non-fiction activities can you do?)

Choose somewhere you would like to visit one day. Research it and then make an advertising poster which encourages other people to go there too.	Create an information leaflet on a place that you know well, making sure you provide accurate historical information as well as accurate up-to-date information about what you can see/do there now.	Write a poem or rap about a place you know well.
Research and produce a biography of one of the non-fiction writers you have studied in class e.g. Bill Bryson.	Watch a Ted Talk where a person gives a persuasive speech about a topic you care about (ask your teacher for some recommendations if you need help). Write a review of the talk	Research children's charities in the UK today. What judgements can you make about how they advertise/promote their work? Write a review of what you find.
Research and then create a two minute news story suitable for BBC Newsround for a topic you care about that is in the news at the moment.	Write a magazine article about a journey you have been on. This could be a train ride/plane journey/boat trip etc. Decide if you want your article to be entertaining or factual and then adapt your tone and style accordingly	Has the internet/social media changed the way that we access information? What is the problem of 'fake news'? Write a blog post exploring the advantages and disadvantages of the internet.

Maths

- Go to Hegarty maths and try the workouts to support your development of 'struggle areas'. Watch the screen casts and try the questions.

Science

Pick one of the tasks below to review what you have learnt during the topics you have covered in your prep tasks on Show My Homework.

- Pick a topic you have worked on (Chemistry, Biology, Physics)
- Design an activity which the class could use to study this topic
- Write a summary paragraph without using the keywords
- Write a newspaper article explaining how this topic is relevant in everyday life
- Research an example of this topic from everyday life
- Explain the top 5 facts
- Summarise this lesson/topic into an explanation a Year 6 could understand
- Write an exam question and mark scheme
- Draw a graph to show a pattern/ trend in the data
- Describe a practical that could be used to test a theory
- Draw a flow chart to explain a theory/process/ practical

- Find a picture or diagram to label and annotate
- Use 6 keywords in a paragraph
- Make a revision mind map/ poster
- Summarise this lesson/topic as Tweet of under 280 characters
- Define 5 keywords
- Make a revision card
- List 8 keywords

PE & Games

- Produce a topic sheet on a successful athlete in any of the sports you have covered in lessons.
- Write 10 reasons why it is important to participate in some form of physical activity.
- Why do you think it is important to consider safety when participating in physical activity? Can you write as many ways in which your teacher and you ensure that you are safe within your PE lesson? Explain why each of these are considered.
- Invent a sport! You can be as creative as you like / combine sports together. You must explain what rules you have / how you will score / length of the game / court markings / number of people on a team. Can you explain why you need the rules you have chosen to include?
- A sports coach has approached you (can be sport of your choice) and has asked if you could help design posters to promote their sport. The posters need to be eye-catching. Include the time, cost, contact number and venue on your poster. Explain what you have done and why? Where will you display them and why?

Computing

- Typing practise, using websites such as www.nitrotype.com or www.typingtest.com
- Complete Hour of Code activities on <https://hourofcode.com/uk/learn>

Design and Technology

- Design your ideal eco-friendly vehicle of the future, making sure it is practical
- Draw a diagram of your vehicle and label it
- If you can, make a model of it using recyclable materials

Land Based

- Find pictures of your ideal garden and create a collage of your favourite plants
- Design a garden of your own
- Pick one vegetable you would like to grow and see if you can plant, grow and harvest it at home
- Take photos of your plant as it grows and keep a diary of its progress.
- Measure your plant every day and keep a record of its growth
- Note down when you water your plant, if and when you add fertiliser and see the difference it makes

History

- Counterfactual history, also sometimes referred to as virtual history, attempts to answer “what if” questions known as counterfactuals.
- Choose an event in History. It can be something you have previously studied, have an interest in or want to find out about.
- Produce a project to answer your question. Think about the short-term and long term changes. Consider the impact locally, nationally and internationally.
- You can choose one of the counterfactual questions provided or come up with your own. This ‘virtual history’ is an excellent Genius Hour project.

- What if the Black Death had never occurred?
- What if Henry VIII had stayed married to Catherine of Aragon?
- What if Napoleon had succeeded in invading Russia?
- What if WWII had ended with nuclear attacks on Berlin, Hamburg, and Munich?
- What if Christopher Columbus never sailed west?
- What if the RMS Lusitania was not sunk by a German U-Boat in 1915?
- What if President John F Kennedy survived the assassination attempt?
- What if Hitler had decided not to invade Russia?
- What if the 1914 assassination of Archduke Franz Ferdinand had failed?
- What if the Vikings successfully colonized the east coast of North America?

Music

- Learn the notes of the treble clef using the palm stave below.

The Treble Clef Can you remember the notes on a musical staff? © Teaching with a Mountain of Music

C D E F G A B C D E F G A

Notes on the lines: E G B D F

Notes in the spaces: F A C E

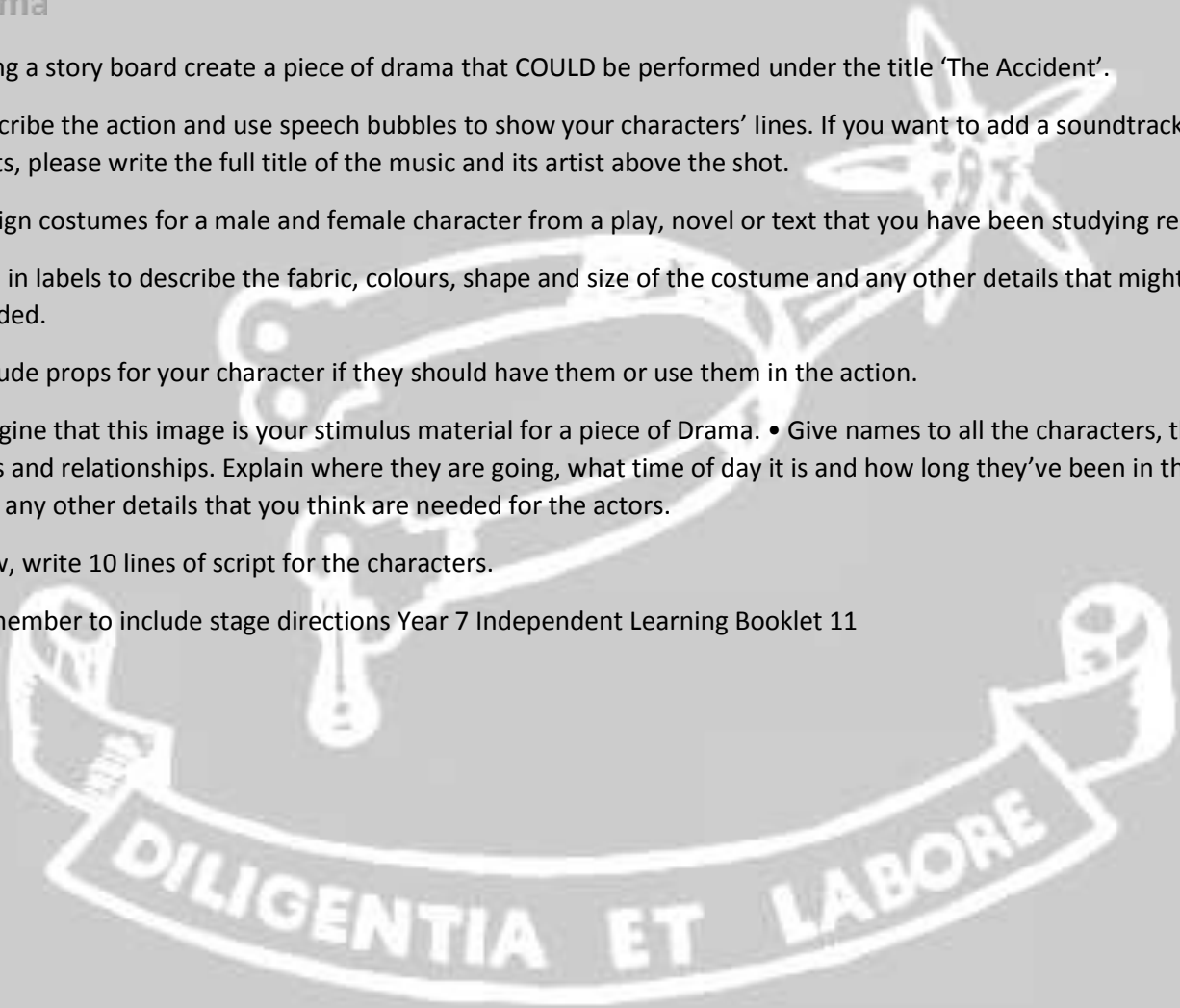
- Learn and practice a musical instrument, or do some singing.
- Listen to some new music online, through an app, or on the radio.
- Choose a poem that you think would be good to set to music.
- Find out what a Gamelan is and where it comes from.

PSHRE

- Judaism. To research and write about the effects of the Holocaust. This can be presented as a power point, short film, creative writing, research on an individual. This is to be finished by the time you return.
- To research and look in detail at Christian places of pilgrimage. To produce a detailed document on a chosen place of pilgrimage. To produce a tourist brochure explaining about the main features of the chosen pilgrimage site. To be creative in how you present your research eg diaries, short film/documentary.
- To research and write about Hinduism and the environment and the Hindu attitude towards animals.
- This can be presented as a power point, short film, detailed report.

Drama

- Using a story board create a piece of drama that COULD be performed under the title 'The Accident'.
- Describe the action and use speech bubbles to show your characters' lines. If you want to add a soundtrack to the shots, please write the full title of the music and its artist above the shot.
- Design costumes for a male and female character from a play, novel or text that you have been studying recently.
- Add in labels to describe the fabric, colours, shape and size of the costume and any other details that might be needed.
- Include props for your character if they should have them or use them in the action.
- Imagine that this image is your stimulus material for a piece of Drama. • Give names to all the characters, their ages and relationships. Explain where they are going, what time of day it is and how long they've been in the car. Add any other details that you think are needed for the actors.
- Now, write 10 lines of script for the characters.
- Remember to include stage directions Year 7 Independent Learning Booklet 11



Art

- Create flashcards for Art key terms for example “Perspective” “Tone” “Texture”.
- Review the work in your sketch book so far - which artists and styles have you enjoyed the most? Annotate your work.
- Select one of the following images and bring it up to date using collage, paint or oil pastels.



Business and Economics Marketing Mix Task

- The marketing mix is the combination of Product, Price, Place and Promotion
- Cadbury's wants to introduce a new chocolate bar that it hopes will appeal to 11- 13 year olds. What do you think it should be like? Now write a brief description of...
- the chocolate bar and its packaging. You can draw and annotate this if you want to. (Product)
- how much it should be priced at. (Price)
- how the new chocolate bar should be promoted and advertised to attract as many new customers as possible. (Promotion)
- where the new chocolate bar should be sold. (Place)
- For each of the bullet points above provide a brief explanation for your choices.

Business & Economics News

- Look on the BBC Website at the Business or Economy news. Find an article that looks interesting and write a 100 word summary of it. Try to explain the article to somebody else over the next week.

Careers

- Log on to Unifrog: Go to Careers Library, Search by keyword e.g. Computer Games, research different careers. For one career read the guide and create a poster about that job including skills, qualifications required, salary.
- Create an A - Z of different skills and qualities that are important for the career you have researched
- Log onto Unifrog and complete the Careers Terminology activity
- Create a list of 30 things you would like to achieve by the time you are 30.
- Think about how these activities help develop skills and qualities required for the career you have researched
- Interview an adult about their career path including finding out information about 'the best job they ever did'.
- Use the following questions to help you get started:
 - What was your first job?
 - What is the funniest thing that has ever happened to you at work?
 - What is the best job you have ever done?
 - Choose one job and explain the skills and qualities you need to demonstrate in order to be successful.
 - What advice would you give to your 12 year old self about careers?

Geography

The UK's Past, Present & Future

- **Changes to Farming** – better or worse? How has farming changed and how will it change in the future? Look back to the 1950s and compare with the industrial farming practices of today. Is farming better now than it was? Were our diets healthier in the 1950s?

OR... **The Future of Food.** How will farming change by 2050? Will we still be rearing animals for meat and dairy and growing crops in fields, or will food be grown in laboratories and high rise urban farms? Will insects be a future source of protein for our growing population? Options include: wall display, PowerPoint, a fictional menu from a futuristic restaurant, a video or animation

- **Welcome to my World!** - Use Google Maps (Streetview, aerial photographs), and Bing maps (OS maps) to create a piece of work about your home city/town/ village. Research how the settlement grew and conduct fieldwork to study the character of the houses and services in your area. Use census data to find out who lives in your neighbourhood. Options include: wall display, PowerPoint, annotated maps and pictures, graphs of data, a video documentary featuring interviews with local residents
- **Somerset 10,000BC.** - What was Somerset like 12,000 years ago? Explain how the people living here at this time were living. What would they have worn/eaten/lived in? How was their environment changing at the end of the last glacial period.

OR...

- **Where did Stonehenge come from?** - Research who built Stonehenge and the latest theories for how the massive bluestones got all the way to Salisbury from Wales. Was it ancient Britons, glaciers, or aliens that moved the stones?! Options include: wall display, PowerPoint, short story, video or animation, annotated map

Living with the Biosphere

- **Does the UK need more trees?** - Pick a research question/s and produce a piece of work on it: Where are the major forest areas of the UK, and how much forest does the UK have now compared to 1000 years ago? What is urban forestry and should we do more of it? How does the UK compare to other European countries in terms of the amount of forest? Should we plant more forests to offset our carbon emissions and if so, where? Options include: wall display, PowerPoint, written report
- **Rainforests under threat** - How can rainforests be saved? Use your knowledge from lessons to suggest a realistic solution for protecting the rainforests - either 15 ideas that give the rainforests value, or improving the way forests are monitored. Options include: wall display, PowerPoint, written report, letter to the President of Brazil/Indonesia
- **Cleaning up the oceans** - Ocean pollution threatens ocean ecosystems and food chains which billions of people around the world rely on for food and jobs. Research the various ways in which humans are polluting the oceans (chemicals, sewage, plastic waste) and then produce a piece of work about it, including suggestions for how we can save the oceans. Options include: wall display, PowerPoint, written report

Global Cities and Hazards

- **Megacities of the Future.** Where are the fastest growing cities today? Where will the biggest cities be in 2030? Options include: wall display, PowerPoint, a video/animation
- **The most dangerous city!** Research which cities in the world are the most dangerous to live in - look at natural hazards, but also things like crime statistics and disease.

OR...

- **The most eco-friendly city!** Research cities that are finding ways of improving their environmental impacts: waste recycling, eco building design, renewable energy, cutting pollution, increasing green areas and wildlife. Options include: wall display, PowerPoint, annotated map
- **Slums of the Future** - Design a sustainable community to rehome slum dwellers. It needs to be cheap and include places for work as well as living, plus some eco options for energy, water supply and sanitation. Options include: wall display, PowerPoint, annotated map
- **Life-safe Cities** - Research how buildings can be made earthquake proof – both rich and poor. Design an earthquake proof neighbourhood. Options include: annotated map, diagrams, computer model (Minecraft?!)

