



St. John Fisher

CATHOLIC COMPREHENSIVE SCHOOL

"Deo Reddite Dei"

"Give back to God what belongs to God"

Independent Learning

Year 7

Term 4

Name: _____



Instructions for how to use your independent learning

After school, every day, you should independently research and learn **TWO** subjects from your independent learning. Your class teacher may set you specific tasks. The timetable below gives you an example of how you could structure your time to help you focus each night. It doesn't matter if you don't have that particular subject on that day, just follow the timetable for your home learning. You should spend **half an hour** on each subject.

EXAMPLE OF HOME TIMETABLE FOR STRUCTURING SUBJECTS & YOUR TIME MANAGEMENT

Monday: English and Geography

Tuesday: Science and Art / DT / Food

Wednesday: Maths and History

Thursday: RE and Computer Science

Friday: MFL and Music / Drama

Reading at home

There is also an expectation that you should read a book of your choice for 30 minutes every day.

Be prepared for the class quiz/

Class or group discussion

- Each week your class teacher will set you a task from your independent learning. It may include reading text, watching a video or exploring a website.
- Take detailed notes on key points, concepts and other important details.
- Keep a track of the research tasks and make a checklist to ensure you cover all required aspects of the topic.
- Seek help from your teacher if you find the task challenging and collaborate with classmates for group study sessions.

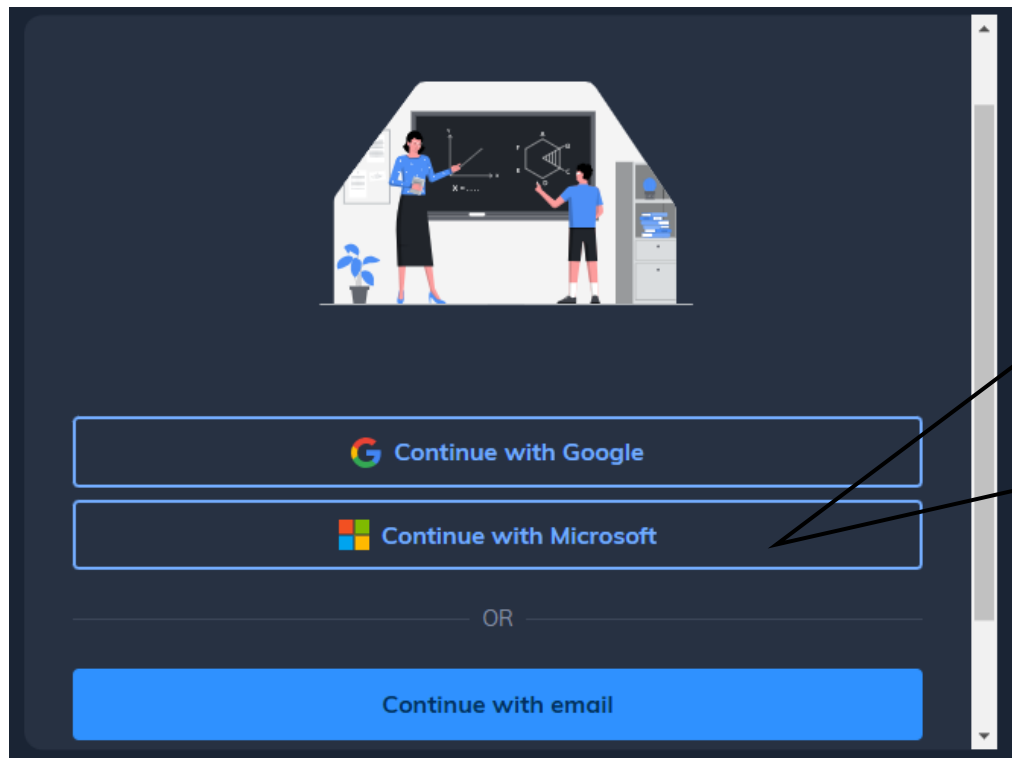
How to research and learn independently:

- Carefully read the assignment instruction and identify key questions or topics that you need to research.
- Take notes – write down important points, quotes or data.
- Ask someone to test you and ask you questions about the topic
- Create mind maps or flashcards on the topic
- Try writing out the key words or vocabulary into new sentences
- Create a mnemonic
- Draw a diagram of the process
- Read further around the subject



How to access Seneca Learning

Go to the website: www.senecalearning.com and click Login



Click “Continue with Microsoft”
Use your school email address that ends with @student.stjohnfisher.school
The password is the same as the password you use to access the school computers and Teams

You will find the work set for your class in “Assignments”

Mathematics

Week 1:

HOMEWORK

Log into MathsWatch using the provided log in detail.

Complete the task set on: DIRECT PROPORTION

Having log in issues?

Email:m.so@stjohnfisher.school

Week 4:

HOMEWORK

Log into MathsWatch using the provided log in detail.

Complete the task set on:

SOLVING WORD PROBLEMS INVOLVING RATIOS

Having log in issues?

Email: m.so@stjohnfisher.school

Week 2:

HOMEWORK

Log into MathsWatch using the provided log in detail.

Complete the task set on: WRITING RATIOS

Having log in issues?

Email:m.so@stjohnfisher.school

Week 5:

HOMEWORK

Log into MathsWatch using the provided log in detail.

Complete the task set on: RATIOS, PROPORTIONS AND FRACTIONS

Having log in issues?

Email: m.so@stjohnfisher.school

Week 3:

HOMEWORK

Log into MathsWatch using the provided log in detail.

Complete the task set on: USING RATIOS

Having log in issues?

Email:m.so@stjohnfisher.school

Week 6:

HOMEWORK

Log into MathsWatch using the provided log in detail.

Complete the task set on: PROPORTIONS AND PERCENTAGES

Having log in issues?

Email: m.so@stjohnfisher.school

Key vocabulary: Direct proportion, Ratio, Simplifying, Equivalent, Percentages, Fractions, Comparing proportions

English

Week 1:

Complete the “Full stops” assignment on Seneca Learning.

This will be marked automatically by Seneca Learning.

Week 4:

Complete the “Apostrophes” assignment on Seneca Learning.

This will be marked automatically by Seneca Learning.

Week 2:

Complete the “Commas” assignment on Seneca Learning.

This will be marked automatically by Seneca Learning.

Week 5:

Complete the “Apostrophes” assignment on Seneca Learning.

This will be marked automatically by Seneca Learning.

Week 3:

Complete the “Commas” assignment on Seneca Learning.

This will be marked automatically by Seneca Learning.

Week 6:

Complete the “Question Marks and Exclamation Marks “ assignment on Seneca Learning, as well as the “End of topic test”.

This will be marked automatically by Seneca Learning.

Key vocabulary:

Punctuation – full stop – comma – apostrophe – possessive – question mark – exclamation mark

Science

Week 1:

Complete the “Acceleration and Gravity” assignment on Seneca Learning.

This will be marked automatically by Seneca Learning.

Week 4:

Complete the “Friction” assignment on Seneca Learning.

This will be marked automatically by Seneca Learning.

Week 2:

Complete the “Weight and Pressure” assignment on Seneca Learning.

This will be marked automatically by Seneca Learning.

Week 5:

Complete the “Water and Air Resistance” assignment on Seneca Learning.

This will be marked automatically by Seneca Learning.

Week 3:

Complete the “Speed and Motion” assignment on Seneca Learning.

This will be marked automatically by Seneca Learning.

Week 6:

Complete the “Distance-time Graphs” assignment on Seneca Learning.

This will be marked automatically by Seneca Learning.

Key vocabulary:

Acceleration – Gravity – Weight – Pressure – Speed – Friction – Resistance – Distance-time graph - Stationary

Religious Education

Week 1: Paschal Mystery

- Draw a picture or design a poster to illustrate one of the key events of the Paschal Mystery (e.g., Jesus on the Cross, the Resurrection, or the Empty Tomb).
- Include a Bible verse or short quote that connects with the event you've chosen. Write a brief explanation (2-3 sentences) about why this event is important.

Week 2: Sacraments

Create 5 multiple choice questions on the Seven Sacraments. Bring to class to challenge a classmate.

Week 3: Research Liturgy of the Eucharist and read Luke 22:7-23 on www.biblegateway.com

Create a table to show the similarities and differences between the Eucharist and the actual Last Supper.

Week 4: Follow the link:

<https://www.bbc.co.uk/bitesize/guides/zv93rwx/revision/1>

Read the information, watch the clips and complete the test

Week 5:

Revise for the assessment.

Use information on Teams and from class to help you prepare for the assessment.

Week 6: What is Corpus Christi?

Create a powerpoint with pictures and facts about the importance of this festival to Catholic Christians.

Big question – How do processions of the blessed sacrament honour Jesus?

Key vocabulary: Eucharist, Salvation, Atonement, Sacrifice, Sacraments, consecrated, transubstantiation, Mass, in persona Christi, Last Supper, Resurrection, Passover, Paschal Mystery.

Computing

Week 1:

Complete the “Spreadsheets Introduction” assignment on Seneca Learning.

This will be marked automatically by Seneca Learning.

Week 4:

Watch the video set on teams.

Bring notes to lesson from the video.

Week 3:

Complete the “Formulas and Functions” assignment on Seneca Learning.

This will be marked automatically by Seneca Learning.

Week 5:

Complete the review lesson work set in teams.

Turn it in on teams.

Week 6:

Complete the “Spreadsheet Review” assignment on Seneca Learning.

This will be marked automatically by Seneca Learning.

Week 6:

Complete the assessment set on Seneca Learning.

This will be marked automatically by Seneca Learning.

Key vocabulary:

Cell – Row – Column - Workbook – Worksheet – Formula – Relative – Function – Maximum – Minimum - Average

Geography

Week 1: 24/02

YEAR 7 - Collect homework sheets in class and on TEAMS

Week 4: 17/03 – Test will always take place in your last lesson of this week.

Go to the following web site and read through the page on deforestation. Make DETAILED notes. These notes must be brought into lesson and may be used to help you in the test.

<https://www.bbc.co.uk/bitesize/articles/zppthcw#z2hnf82>

You will be tested on this in class

Week 2: 03/03 – Test will always take place in your last lesson of this week.

Go to the following web site and watch the video clip. Make DETAILED notes. These notes must be brought into lesson and may be used to help you in the test

<https://www.bbc.co.uk/bitesize/articles/zppthcw#zx8djsg>

You will be tested on this in class

Week 5: 24/03 – Test will always take place in your last lesson of this week.

Go to the following web site and complete the quiz. Make DETAILED notes. These notes must be brought into lesson and may be used to help you in the test

<https://www.bbc.co.uk/bitesize/topics/ztgw2hv/articles/zppthcw#zhry3j6>

You will be tested on this in class

Week 3: 10/03 – Test will always take place in your last lesson of this week.

Go to the following web site and read through the pages Life in the rainforest. Make DETAILED notes. These notes must be brought into lesson and may be used to help you in the test

<https://www.bbc.co.uk/bitesize/articles/zppthcw#zcfy3j6>

You will be tested on this in class

Week 6: 31/03 – Test will always take place in your last lesson of this week.

Go to the following web site and read through all of the information and videos. Make DETAILED notes. These notes must be brought into lesson and may be used to help you in the test. You will be asked a summary of questions from the whole unit.

<https://www.bbc.co.uk/bitesize/topics/ztgw2hv/articles/zppthcw#z6mmbk>

You will be tested on this in class

Key vocabulary:

Deforestation, Climate, Indigenous tribe, Tropic of Cancer and Capricorn, Emergent, Canopy, Subsistence farming, Logging.

History

Week 1:

Introduction to Independent learning. Booklet issued to students

Week 4:

For the next two weeks your independent learning task will be to complete an information sheet on your chosen topic. This week, make a plan for your information sheet. There is a planning page in your booklet for this. Once you have made your plan, make a start on your project.

Week 2: This week, use your independent learning booklet to complete the following:

- 1. Choose your research topic from the list provided.**
- 2. In one paragraph, explain why you chose this topic to research.**
- 3. Discover and write down three interesting facts about your chosen research topic.**

Week 5:

For this week's independent learning task, you are required to complete your information sheet. Remember that your work must be illustrated. It must also describe in detail the topic you have chosen for your research.

Week 3:

Creating a Timeline.

Your research project requires you to know when the events you are investigating occurred. This week, complete the timeline page in your independent learning book. Plot the key dates for your chosen topic

Week 6

Use the Reflections page in your independent learning booklet to write down your thoughts.

Power, Authority, Royal, Church, Court, Disease, Plague, Pestilence, Revolt, Statute, Labourer, Catholic, Protestant, Reformation, Bible, Parliament, Annulment, Papal

French

Week 1:

In order to draw from what we did last term, Do a mind map in French about places you can visit in town. You may use an online dictionary to help you write down as many places as possible.

Write out 3 sentences saying where you are going (Remember to specify the correct gender)

Week 2

La ou j'habite

Using a la/au/aux

Write a paragraph, describing the town/city you live in. Give opinions.

Week 3:

Write out as many French countries as possible you already know.
What are their capitals?

Week 4:

Describing your home and especially your bedroom.

What are the things in your home? Describe basic furniture like:

Le lit, le commode, le bureau, la lampe etc...

Week 5:

Describe the area you live using the present tense, "j'habite".

Week 6:

Can you confidently talk about yourself, the town you live and even your country using the present tense "J'habite"?

What would you say has been the most difficult part of this learning? Using the key vocabulary below, Create a general conversation with a French Pen pal living in Paris.

Ou habite tu?

Comment trouves -tu ta ville/ton village?

Descris ta maison.

Key vocabulary:

Art

Week 1: Art Nouveau Colour Palette Study

Research the typical colours used in Pop Art, such as primary colours, bold tones, and contrasting shades. Create a colour chart using coloured pencils, markers, or paint to represent these vibrant palettes. Annotate why you chose each colour.

Why: To familiarise students with the bold and striking colour schemes used in Pop Art, preparing them for future designs.

Week 4: Found Object Challenge

Collect objects from around your home or outside (e.g., leaves, wrappers, or old magazines) that you think could inspire an Art Nouveau design. Arrange them in a creative way and take a photo or draw your arrangement.

Why: To encourage students to see creative potential in everyday items and develop ideas for future designs.

Week 2: Natural Motif Design

Design a small motif inspired by nature (e.g., a flower, leaf, or vine) in the Art Nouveau style. Focus on flowing lines and symmetry. Annotate your design to explain how it reflects the movement.

Why: To help students explore the organic shapes and patterns that characterise Art Nouveau, enhancing their creativity.

Week 5: Decorative Border Design

Create a decorative border design for a poster or card in the Art Nouveau style. Use flowing lines, floral motifs, and repeated patterns. Annotate your work to explain your choices.

Why: To build on their skills in pattern creation and incorporate Art Nouveau elements into functional designs.

Week 3: Artist Comparison

Compare the work of **Rennie Mackintosh** with another Art Nouveau artist of your choice (e.g., Alphonse Mucha). Write a short paragraph highlighting their similarities and differences in style and subject matter.

Why: To develop critical thinking and deepen their understanding of the movement's diversity.

Week 6: Reflect and Refine

Review your work from this project so far. Identify one piece that could be improved (e.g., a drawing, design, or motif) and refine it. Write a short explanation of what you changed and why.

Why: To encourage self-assessment and the importance of refinement in artistic practice.

Key vocabulary:

Art Nouveau – Decorative – Motif -

Drama

Week 1: What is Physical Theatre?

Find a definition of this style of theatre and write it on paper. See if you can find an example to watch too- check out YouTube or National Theatre.

Bring the definition with you to our next lesson.

Week 2: What does it mean to be funny?

Clowning is a part of Physical Theatre. Go on to our Teams page and answer the questions about the master clown Phillipe Gaulier. Make sure to upload your work to the assignment on Teams.

This work will be marked on Teams.

https://www.youtube.com/watch?v=wD4YFuJTO_E

Week 3: Who are Frantic Assembly?

This week we start to explore a physical theatre company called Frantic Assembly. But what does their work involve? Use the link below to find out. Then answer the questions on our Teams page and upload the work to the assignment.

This work will be marked on Teams.

www.franticassembly.co.uk

Week 4: How can I rehearse effectively?

“You need to make mistakes in rehearsal because that’s how you find out what works and what doesn’t.”

You have been working on your first assessed piece in drama. To solidify your performance, you must meet with your group for the first 10 minutes of one break or lunch time to rehearse.

- Decide on a date and time that all your group members can make
- Decide where you will rehearse (playground, classroom, drama room)
- Be punctual to your rehearsal and don’t waste time messing around
- If a group member does not turn up, don’t worry! Rehearse your part without them.

Your practical assessment in the lesson will highlight whether or not your group have rehearsed.

Week 5: What is Greek theatre?

This week we start to explore Greek theatre! Come prepared to lessons by undertaking some research into the history of Greek theatre. Go on to our Teams page and answer the questions. Use the websites below to find the answers and then upload your work to the assignment.

This work will be marked on Teams.

https://www.worldhistory.org/Greek_Theatre/ <https://www.greeka.com/greece-myths/>

Week 6: How effective is a Greek chorus?

By now we have been working on creating our own Greek chorus. To make yours more effective, analyse the example and then answer the questions on our Teams page.

This work will be marked on Teams.

<http://www.youtube.com/watch?v=XjSNOPu5-gs&t=2s>

Key vocabulary: Physical theatre-Ensemble-Essence machines-Clowning-Mime-Improvisation-Performance-Greek theatre-Chorus-Unison-Amphitheatre, Skene-Orchestra-Parados-Theatron-Actors-Agamemnon

Design Technology

Week 1: The Importance of Safety in the Workshop. Task Instructions:

Research Safety Rules:

Look up and list **five important safety rules** that should be followed when using tools in a workshop. These could be general rules or specific to certain tools (e.g., saws, hammers, drills).

Explain Why Each Rule is Important:

For each safety rule you listed, write a brief explanation (2-3 sentences) on **why** it is important. Think about how following these **rules** can help prevent accidents and injuries.

Illustrate a Safety Rule:

Choose one of the safety rules you listed and draw a simple picture showing the correct way to follow it. For example, you might show how to properly wear protective gear or how to handle a tool safely.

Reflection:

Write a short paragraph (3-4 sentences) explaining what might happen if safety rules were ignored in the workshop. Why is it important that everyone follows these rules?

Week 2: Year 7 Homework Task: The Importance of Design Presentation. Task instructions:

Objective:

To understand why good design presentation is important and how it can help communicate ideas effectively.

Task Instructions:

What is Design Presentation?

Write a short definition (3-4 sentences) explaining what design presentation means. Think about how it helps people understand and appreciate a design.

Why is it Important?

List **three reasons** why a good design presentation is important. These might include things like helping people see your ideas clearly, making a design look professional, or improving communication with others.

Examples of Good Presentation:

Look at two examples of well-presented designs (these could be drawings, posters, or product designs you've seen at school, online, or in magazines). Write a short description of each example and explain **why** the presentation makes the design stand out.

Your Own Design Idea:

Think of a simple product or project you would like to design (e.g., a new school bag, a poster for an event, or a simple app). Write a short description (3-4 sentences) of your design idea and explain how you would present it clearly to someone. Would you use colour, labels, or sketches? What would make it easy to understand?

Week 3: Year 7 Homework Task: Basic Hand Tools to Cut and Shape. Task Instructions:

Research Basic Hand Tools:

Look up and list **three basic hand tools** that are used for cutting or shaping materials in the workshop (e.g., saw, file, chisel). Write down the **name** of each tool and its **main use**.

Tool Safety:

For each tool you listed, write **one safety rule** that should be followed when using it. For example, you might write something like "Always wear protective goggles when using a saw."

Draw the Tools:

Draw a simple picture of the three hand tools you researched. Label each tool and show how they are used (e.g., how a saw is held or how a chisel is used).

Reflection:

Write a short paragraph (3-4 sentences) explaining why it is important to use the correct tool for cutting or shaping materials. What could happen if the wrong tool is used?

Week 4: Year 7 Homework Task: Understanding 1-Point Perspective. Task Instructions:

What is 1-Point Perspective?

Write a short definition (2-3 sentences) explaining what 1-point perspective is. Think about how it helps artists create the illusion of depth and distance in a drawing.

Draw a Simple 1-Point Perspective Scene:

Using a ruler, draw a simple scene that demonstrates 1-point perspective. You can draw a road, a hallway, or a set of railroad tracks. Make sure to include:

A **vanishing point** in the centre of the page.

Lines that go toward the vanishing point to show depth.

Label the Elements of Your Drawing:

Label the **vanishing point** and at least **two parallel lines** that lead to it in your drawing.

Reflection:

Write a short paragraph (3-4 sentences) explaining why 1-point perspective is important in creating realistic drawings. How does it make your drawing look like it has depth?

Week 5: Year 7 Homework Task: Understanding Scale Task Instructions:

What is Scale?

Write a short definition (2-3 sentences) explaining what scale means in design, architecture, or art. Think about how scale helps us show the size of something without drawing it full size.

Scale in Drawings:

Look at the example below of a **1:10 scale drawing** of a chair. This means that 1 unit on the drawing is equal to 10 units in real life.

Example: If the chair in real life is 100 cm tall, how tall is it in the 1:10 scale drawing? (Hint: divide the real-life height by 10).

Now, choose an object from your home (e.g., a book, a table, or a lamp) and measure one of its dimensions (height, width, or length).

Create a **1:5 scale drawing** of this object, showing how it would look at that scale. Label both the real-life measurement and the scale measurement on your drawing.

Understanding Scale with a Model:

Imagine you are building a small model of a house, and you use a scale of **1:50** (1 unit on the model equals 50 units in real life).

If the actual width of the house is 10 meters, how wide would it be in your model? Write the calculation.

Reflection:

Write a short paragraph (3-4 sentences) explaining why it is useful to use scale in drawings or models. How does it help us understand and work with objects that are too large or small to work with directly?

Week 6: Year 7 Homework Task: Developing Drawing Skills Task Instructions:

Practice Drawing Shapes:

Start by drawing **five different shapes** (e.g., square, triangle, circle, rectangle, and oval). Make sure each shape is clear and accurate. Use a ruler for straight edges and try to make the shapes as neat as possible.

Add Detail with Lines:

Choose **one of the shapes** from your practice and add details to it. For example, you could draw a square and then turn it into a box with lines showing depth, or add texture to a circle to make it look like a ball. Focus on making the lines clean and clear.

Shading Practice:

Choose **one object** from around your home (e.g., a mug, a book, or a fruit) and draw it in **simple shape** form. Add shading to your drawing to show where the light and shadow fall. Use light and dark pencil marks to create the effect of depth.

Reflection:

Write a short paragraph (3-4 sentences) explaining what part of the drawing process was most difficult for you (e.g., making straight lines, adding shading). What would you like to improve next time?

Key vocabulary: Workshop-safety-design-presentation-handtools-perspective-scale

Food Preparation and Nutrition

Week 1:

WEEK 1 - Safety Rules for a Safe Kitchen

Answer the below questions and submit them via Teams or hand in your homework written on the paper.

Week 4:

WEEK 4 - HEALTHY EATING

Please answer the below questions.

Week 2:

WEEK 2 - The 4 C's for Food Safety

Describe the 4C's below in food safety.

Week 5:

WEEK 5 - NUTRIENTS

Use the nutrient chart below to answer the following questions:

Week 3:

WEEK 3 - COOKING METHODS

Complete the following sentences using the words at the bottom of the page.

Week 6:

WEEK 6 - FOOD SPECIFICATION

When making pizza at home or school list your targets (what you are trying to achieve) in your Pizza Design.

Key vocabulary:

nutrition, food specification, safety and hygiene, safety rules, healthy eating, knowledge, important nutrients, diet.