

| Subject | Guidance for Accessing Remote Learning |
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| ACE | <p>Use this time to explore a topic beyond the school curriculum by completing a free MOOC (Massive Online Open Course) from Future Learn https://www.futurelearn.com/</p> <p>You can complete a course run by a range of leading universities in almost any topic on the planet and can download/print a certificate when you complete the programme.</p> <p>Attempt one of the two questions on the ACE programme remote learning sheet. Should you like to write your own question, please run it by Mr Ashdown.</p> <p>Below are a selection of enquiry questions you may choose to research and answer. These tasks are designed to CHALLENGE you and to help you develop important transferrable skills as you research relevant, reliable sources to present your opinion and evaluate the facts.</p> <ul style="list-style-type: none"> • How has Disney influenced modern society? • Has technology changed sport for the better? <p>Alternatively, students may devise their own question and submit it to Mr Ashdown for approval (RAs@goffs.herts.sch.uk). Answers must include arguments for and against the line of enquiry.</p> <p><u>Structure</u></p> <ul style="list-style-type: none"> • You must present your work with a RANGE of relevant research - do not just look at the first website on Google! • Ensure your work is supported by facts, not unfounded opinions. You can include opinions from reputable websites to back up your own ideas • Use a PEEL (point>evidence>explanation>link) structure to ensure your points are relevant and well substantiated • You should reference any websites you use at the bottom of your work, using footnotes. For example: <ul style="list-style-type: none"> ○ We want our students to grow as individuals with ambition, resilience and courage (1). <u>Reference</u> 1. https://www.goffs.herts.sch.uk/251/school-vision-and-ethos • Remember to explore both sides of the argument in your answer • Finish with a conclusion that summarises your findings and gives a clear indication of which side of the argument you agree with most (no sitting on the fence!) |

Marking

Your answers will be graded according to the list below:

Distinction * - You will be rewarded an R5

- Outstanding knowledge and understanding
- Outstanding research
- Outstanding analysis/evaluation and/or discussion/explanation/development
- Outstanding, balanced arguments
- Outstanding structure throughout
- Accurate use of SPAG

Distinction - You will be rewarded an R4

- Very good knowledge and understanding
- Very good research
- Very good analysis/evaluation and/or discussion/explanation/development
- Very good, balanced arguments
- Very good structure throughout
- Accurate use of SPAG

Merit - You will be rewarded an R3

- Good knowledge and understanding
- Good research
- Good analysis/evaluation and/or discussion/explanation/development
- Good, balanced arguments
- Good structure throughout
- Some accurate use of SPAG

Pass - You will be rewarded an R2

- Satisfactory knowledge and understanding
- Satisfactory research
- Satisfactory analysis/evaluation and/or discussion/explanation/development
- Satisfactory, balanced arguments
- Satisfactory structure throughout
- Satisfactory use of SPAG

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| | <p><u>Additional competitions to participate in</u> Why not challenge yourself with these online competitions to enter.</p> <p>Film Can you review a specific film or a film of your choice: https://www.intofilm.org/competitions</p> <p>History and English Language Can you write a creative story but factually correct piece from History. https://www.walterscottprize.co.uk/young-walter-scott-prize/</p> <p>English Language (Entries up to 13 years of age) Can you write a magical story involving a taxi!!? https://www.caabpublishing.co.uk/submit-competitions</p> <p>Critical Thinking Compete in a World Competition with the winners presented their award and hard copy of their short story in Paris! https://en.unesco.org/news/unesco-and-idries-shah-foundation-launch-world-tales-short-story-competition</p> |
| Art | <p>Teacher responsible TBR:</p> <p>Students will be continuing to work on their still life drawings. There will be a voice over PowerPoint to support them which has been emailed to their school account due to it being too large to put on Doodle. Reminder is placed on Doodle about this. They should attend Teams Live lesson on Monday from 1.30 – 3pm, unless they are in school on that day. They need to submit a photograph of their work every week and use feedback to make improvements and develop their work.</p> <p>New work has also been provided – a voice over PowerPoint to create 6 small detailed studies and 2 pieces using collage and drawing materials.</p> <p>Work and queries should be emailed to Miss Brown: tbr@goffs.herts.sch.uk</p> |
| Business | <p>Year 10's will be taught section 1.2.4 which is one of the topics they identified as one of the areas they would like us to reteach.</p> <p>They will also be given an assessment based on the topic areas they have covered so far when we return to school. They have been told the subsections they will be assessed on and this has been placed on Doodle.</p> |
| Careers | <p>We work closely with YC Hertfordshire to ensure that students have access to a range of different employers during their time in school.</p> |

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| | <p>Alex is a YC Hertfordshire Personal Advisers and holds Level 6 qualifications in Advice and Guidance.</p> <p>As we continue with remote learning, YC are able to support your child by discussing their future prospects with them remotely. Further details can be found on our career section of the website, including videos made by Alex: https://www.goffs.herts.sch.uk/1301/careers-at-goffs-academy There is also a sheet on this section of the website that includes key career information, produced by YC.</p> <p>His contact details are: Alex Bateson (Alex.Bateson@hertfordshire.gov.uk)</p> <p>A reminder that your child must use their school email address when contacting either Alex or Hannah.</p> |
| Childcare | <p>This week students will have a live lesson to support with the new assignment – this will be a session based on the relationship between adult and child led and adult encouraged. Linking to the positives and negatives of all.</p> |
| Drama | <p>Miss Myers will be running one live lesson for pupils each week per the timetable distributed by the school. Every pupil will be invited to attend this teams lesson, however the presentation will also be recorded and uploaded onto the one drive for pupils to access. Prior to each lesson, Miss Myers will upload onto doddle the resources required for that lesson.</p> |
| Economics | <p>Year 10's will have a lesson on Demand and Supply for goods and services as they requested. This will be placed on Doddle with accompanying tasks. They will also be given an assessment based on the topic areas they have covered so far when we return to school. They have been told the subsections they will be assessed on and this has been placed on Doddle.</p> |
| English | <p>Students were in school last week to complete a Literature assessment. If any student could not attend school, there will be 4 opportunities for a live Teams with teachers. Also, this assessment can be posted home and will automatically be posted if a student did not attend the Teams meet or face to face lesson. Their work should be emailed/sent to their teacher once complete. Hopefully next week, students will be given some time to practise and record their speeches.</p> <p>Year 10 have covered all the GCSE Literature topics, Blood Brothers, A Christmas Carol, Power & Conflict poetry and touched on unseen poems. They have studied these texts in school with their class teachers. It is imperative that all consolidation and revision tasks that are set on Doddle are completed.</p> <p>As well as the work set on Doddle, students can make revision posters, cue cards, leaflets ensuring they include key quotes, characters, key contextual factors, writer's ideas/intentions/messages, key themes, motifs and symbols.</p> <p>BBC Bitesize, Seneca and GCSE Pod are useful websites for students to use when creating their material.</p> <p>Literature studied so far:</p> |

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| | <p>Power and Conflict Unseen poetry A Christmas Carol Finish Macbeth Acts 4&5</p> <p>Blood Brothers –Watch the play on YouTube(see link below), create character profiles, plot synopsis, context and theme, resources. Film: https://www.youtube.com/watch?v=eP1j1B1TtNU Plot: https://www.youtube.com/watch?v=Pz8tURNx7d8 https://www.youtube.com/watch?v=wZsd_wvoF0 Character: https://www.youtube.com/watch?v=ZqQh1d1J-98 Theme: https://www.youtube.com/watch?v=UgR3ATt1NUU Context: https://www.youtube.com/watch?v=ZR-d5DWup2U Extension- listen to some of the playlist and make key character quotations. https://www.youtube.com/watch?v=raaHjIcfebc&list=PL8f_ACV3dM09w7_EUCCcSu7A3SMZI7N7I https://www.youtube.com/watch?v=pPbf3YsitwU https://www.youtube.com/watch?v=9T8RR08nk0Y https://www.youtube.com/watch?v=9pdVMKo8SDo</p> <p>Students should also be reading for at least 30 minutes each day and adding at least two new Tier 2 vocabulary into their Victorious Vocabulary booklets.</p> |
| Enterprise BTEC | <p>Years 10's will be taught Component 3: Promotion and Finance. This component is something they will be examined on in February 2021. Their next lesson is "payment methods" and accompanying worksheet(s) will be placed on Doodle.</p> |
| Food | <p>NEA 2 task with team meeting on a Tuesday 1.30 till 3.00</p> |
| French | <p>Topic: Comment obtenir un emploi</p> <p>Tasks: Go through the detailed PowerPoint uploaded onto Doodle and complete all the exercises and assigned tasks. Go through the Doodle revision presentation on the passive voice and complete the quiz. Send the reading worksheet to the subject teacher for marking.</p> <p>Independent work:</p> <p>www.languagenut.com Students have been given individual log-in details. Students are recommended to complete the tasks assigned – Reading skills exam practice (jobs).</p> |

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| Geography | <p>All work will be set on Doodle. Topic: UK Physical Environment (Rivers)</p> <p>Pupils need to complete the lessons which are uploaded to Doodle. These will be PPTs which have teachers speaking over them to aid their learning.</p> <p>If your child has a CGP revision guide they can use this to guide them on the information they need.</p> <p>Please email mty@goffs.herts.sch.uk with any queries regarding this work.</p> |
| Health and Social Care | <p>This week students will be continuing with a new unit based on services and values of the health and social care system. This will be presented on a powerpoint on a live lesson.</p> <p>We will be exploring what is accessible for adults that require care and the importance of the referral process.</p> |
| History | <p><u>Weimar and Nazi Germany (Edexcel, Paper 3)</u> Voice over power point from teachers uploaded on Doodle</p> <p>Class teachers to upload lessons accordingly.</p> |
| ICT/Computing | <p><u>Computing:</u> Use Solo Learn app to practice Python and they should be using the PowerPoints to learn the content and completing the worksheet as well as the home work sheet for each topic. Students should continue with other units that they have not done and catch-up to Unit 5 algorithms. The student should also use the answer sheets to check their work.</p> <p>This week students should complete ocr j276 unit 3 systems software and security- Lesson 2 Identifying and preventing vulnerabilities. During the live lesson at 1pm on Friday we will go through the PowerPoint.</p> <p><u>ICT:</u> This week students should be doing the work on Pack D Planning and Communication - Topic 1 Data flow diagrams Students should complete all the worksheets and home learning sheets that go with each topic. They should also check their work using the answer sheets. Students should be making revision notes for each topic as well. Their exam will be in February of Year 11.</p> |
| Italian | <p>Current topics:</p> <ul style="list-style-type: none"> • At work – <i>stare</i> + gerund <p>Tasks to complete:</p> |

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| | <ul style="list-style-type: none"> • Download the PowerPoint presentation (link on Doodle) and follow the instructions to complete all your tasks. Ensure you download the Word document attached on Doodle with the same tasks. • Complete the grammar task on <i>stare + gerund</i> on www.thisislanguage.com (task set on the website). <p>Independent work:</p> <ul style="list-style-type: none"> • Continue working on the Language Immersion Challenge (document on Doodle). • Choose and complete one (or some) of the 8 Italian challenges (document on Doodle). • Choose and complete any activities from the Nando's takeaway menu (document on Doodle). |
| Literacy | <p><u>Responsive Reading</u></p> <p><i>*students should be reading for 2 hours every week in order to continue improving their literacy levels and not fall behind. Links below can be found to the Goffs Academy reading lists and websites to help complete the responsive reading activities. Students have been emailed booklets to their student email address (ideally needs to be opened on laptop or computer as the file is quite large. Can be completely digitally to save printing if easier.</i></p> <p>Students complete week 11 on 'Responsive Reading Booklet' [on doodle]</p> <p>Students to read extract for week 11 answer the questions that follow and complete vocabulary work, defining key quotes and filling in vocabulary booklets.</p> <p>Helpful website links: https://www.goodreads.com/shelf/show/ks3 https://www.goodreads.com/shelf/show/gcse-reading-list https://www.dictionary.com/ https://www.goffs.herts.sch.uk/339/reading-activities</p> |
| Maths | <p>Please check Doodle carefully for PowerPoints/Videos that will be set by your teacher. You need to listen carefully to all the explanations, make notes and pause the recording when prompted to answer questions.</p> <p>Please email your teachers for help with anything you do not understand.</p> <p>This will cover two hours worth of work, the other two hours will be quizzes set on www.hegartymaths.com to consolidate your understanding.</p> <p>If you struggle with a question you can leave a note for your teacher to see who can then respond to the question. Remember to check your account for feedback by clicking the bell icon at the top of the screen.</p> |
| Media BTEC | <p>Students will be set work on Doodle in line with the assessment they need to complete for Component 1. This will need to be completed using the guidelines given on a word document.</p> |

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| Media Studies | <p>Topic: Planning the Photos</p> <p>Work: Work through the video and workbook, planning your photos which you will use for the coursework production.</p> <p>Links: https://www.youtube.com/watch?v=BORhXyznq7Q</p> <p>Documents: Workbook to be sent through Doodle and learning video supplied.</p> |
| Music | <p>(1 TEAMS lesson per week)</p> <p>Students should spend time selecting a piece and rehearsing for their next SOLO performance, which will be during a live lesson using TEAMS.</p> <p>4 Quizzes - Students should access the Mini Quizzes on Doodle. They need to read and understand the information and then answer the questions. Their work will be automatically submitted to me via Doodle.</p> |
| PE - Core | <p>Youtube clips set on Doodle for home workouts without any equipment (example - https://www.youtube.com/watch?v=ml6cT4AZdqI)</p> <p>https://www.youtube.com/watch?v=XIeCMhNWFQQ</p> <p>30 Day Ab challenge: App</p> <p>Beat the teacher 5K run challenge</p> <p>Assassins Workout</p> <p>Iron man workout</p> |
| PE - BTEC Dance | <p>Theory: Students must engage in the Live lessons with Miss Ball. Students will be taught choreography for the chosen professional workshop and will review the session in the coursework booklet.</p> <p>Complete the final skills audit in coursework booklet.</p> |
| PE - BTEC Sport | <p>Students must engage in the live lessons that are scheduled with their teacher. They will be explaining the next section of work. This will focus on designing a physical activity session plan for other students and then justifying why they have selected their activities. All guidance PowerPoints and word documents have been attached on Doodle.</p> |
| PE - GCSE | <p><u>Planes and Axis of Movement:</u></p> <ul style="list-style-type: none"> • know the location of the planes of movement in the body and their application to physical activity and sport: <ul style="list-style-type: none"> • frontal • transverse • sagittal • know the location of the axes of rotation in the body and their application to physical activity and sport: <ul style="list-style-type: none"> • frontal • transverse • longitudinal |

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| Photography | <p>Teacher responsible: CBW</p> <p>Overview: Students will be focusing on the theme 'IDENTITY'. The students will be given starting points and photographers to help develop their theme. Students will have to use knowledge they have already to build a PowerPoint of their work. (researching photographers, SEMI analysis, Photoshoot plans, photoshoots, analysis, etc) Students will have to use their CAMERA PHONES to take photos to develop their work through taking photos and using APPS to edit their work. FACE to FACE will be done through small group tutorials.</p> <p>Week 5: (Continuation of Week 4) Students will continue to work into their Photoshoot Plans. (Example and proforma are attached to the Powerpoint. Students should have begun to produce 3 photoshoot plans for their chosen themes which will also be inspired by the photographers they have researched (in the SEMI Analysis) I have set up a blank proforma which they can work through to help them plan alongside some HELP sheets of what they need to think about when planning Students may have started to take photos for their Photoshoot plans so will be working on these. They could also complete any outstanding work from week 4. PowerPoint Portfolios will be sent to Ms Brew cbw@goffs.herts.sch.uk</p> |
| Product Design | <p>Hand in your existing product analysis. This is your GCSE NEA and you must meet the deadlines. This week you will be looking at SMSC - spiritual, moral, social, cultural design considerations.</p> |
| Psychology | <p>Language, Thought & Communication – Topic: Non-Verbal Communication - Body Language</p> <p>This week students will start examining the second area of this topic - non-verbal communication.</p> <p>In this lesson students will need to:</p> <ul style="list-style-type: none"> - Recap of the definition of non-verbal communication and body language (from last week). - Describe the 3 types of posture, and explain their functions. - Complete a worksheet identifying the type of posture in three research studies, and explaining what they suggest about the functions of that type of body language. - Complete a quick consolidation test without looking at their notes (match jumbled sentences up so they are accurate). - Answer an exam style question designing a study into postural echo. <p>Useful website for additional information –</p> |

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| | <p>https://learndojo.org/gcse/aqa-psychology/language-thought-communication/</p> <p>Students can also sign into the online textbook at: https://illuminate.digital/aqapsychgcse/ Username: SGOFFS6 Password: STUDENT6 The textbook (pages 170-171) will provide information to complete the tasks.</p> |
| RS/Sociology | <p>Recorded lessons and worksheets to be posted up weekly; focusing on Buddhist practices.</p> <p>Students will be set one 12-mark question to answer and send back to Mr. Bora via the contact details below.</p> <p>Complete electronic copies can be emailed to Ebo@goffs.herts.sch.uk where I will log rewards.</p> <p>Research/Reading: REOnline Festivals calendar - https://www.reonline.org.uk/festival-calendar/ - Useful for research on current festivals REOnline - Subject knowledge - https://www.reonline.org.uk/subject-knowledge/ - Reliable info on main religions/worldviews Email a believer (REonline) - http://pof.reonline.org.uk/ - Students can email people on their religious/worldviews Guardian online - Religion - https://www.theguardian.com/world/religion - news/current religious issues BBC Bitesize KS3 - https://www.bbc.co.uk/bitesize/subjects/zh3rkt BBC Bitesize GCSE - https://www.bbc.co.uk/bitesize/subjects/zb48q6f - Need to select correct exam board</p> <p>Videos: BBC GCSE RS videos - https://drive.google.com/open?id=1rccZolahqH4eFcPM6Nn1KxQ5flZgwD5wgsyrg6oxN0s - Relatively new films from young people from main religions Most BBC RE clips - https://drive.google.com/open?id=17VMuMqZ7JZXFnz-k2M0FEgxQqJbF9A1hUL8igC5eNF - Virtually all RE subject videos organised by series Truetube - https://www.truetube.co.uk/ - Loads of great videos REquest - Christianity - https://request.org.uk/ - Videos and research info The Bible society videos - Christian - https://www.youtube.com/user/biblesocietytv/videos - Videos on some useful concepts in Christianity The Bible project - https://www.youtube.com/user/jointhebibleproject/playlists - Christianity based concepts</p> <p>Revision/Quizzing: Seneca - https://www.senecalearning.com/ - Board specific GCSE content Quizlet - https://quizlet.com/en-gb - You will need to find relevant/reliable pre-made quizzes MrMcMillanREvis - https://www.youtube.com/user/MrMcMillanREvis/playlists - Catholic Christianity revision videos</p> |

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| Science | <p>In school provision & follow-up work on:</p> <ul style="list-style-type: none"> • Electricity • Rates of reaction • Respiration <p>Students will be expected to complete the work assigned by their teacher via doddle.</p> <p>Teachers will set work that indicates when the student would have had that lesson, so they can allocate time appropriately e.g. Mon P1.</p> <p>Many resources and links to web sites will be provided by each teacher directly on doddle. In addition to these, the following web sites can be used to support students studying at home:</p> <p>https://www.tassomai.com/ https://www.kerboodle.com/users/login https://www.youtube.com/channel/UCqbOeHaAUXw9II7sBVG3_bw/playlists https://www.senecalearning.com/ https://www.physicsandmathstutor.com/ https://www.goffs.herts.sch.uk/307/subject-information</p> |
| Spanish | <p>Topic: Jobs and careers</p> <p>Tasks: Go through the virtual powerpoint lesson on Doddle and complete all the exercises and assigned tasks.</p> <p>Independent work: www.languagenut.com Students have been given individual log-in details. Click on Vocab Trainer to practise the vocabulary for the topic.</p> |
| Textiles | <p>Hello everyone!</p> <p>Many thanks to those of you who have sent me some work via email and let me know which question you have chosen for the mock NEA. <u>If you haven't already done so, please can you catch up on this work and email it across.</u></p> <p>Over the next few weeks you should be completing additional research based on the question you have chosen.</p> <p>The PowerPoint that you were sent has exemplars of different types of research but it's up to you to decide what is the most appropriate!</p> <p>For example; if you have chosen the sustainability brief you might want to research H&M's eco collection or do some research on Greta Thunberg.</p> |

Another example might be to look at the RNLI website and see what items they have for sale.

Alternatively, you could research into what items people use when hiring an outdoor cinema in their back garden etc etc.

I have given you lots of information on the audio PowerPoints but just to reiterate- you...

- a) Cannot make something that's already existing- i.e. a waterproof jacket (if you could creatively adapt this then this would be fine)
- b) You cannot make something super simple like a blanket or cushion cover- you simply wouldn't meet the marking criteria
- c) You need to ANALYSE all of your research (*e.g.; My client is a surfer and will swim in the sea all year round THEREFORE I need to design and make something that is waterproof and warm*)

Please email lab@goffs.herts.sch.uk with your completed research work and any questions you might have.

By Thursday 29th June I would like each of you to email me the following as a minimum;

- 1. Mood board with analysis**
- 2. Client profile (NOT SOMEBODY FAMOUS!)**
- 3. 2 x pieces of additional research**

Good luck!

Log In Instructions for Hegarty Maths



Go to old HegartyMaths Existing users Contact us

Teacher log in Student log in

Go to www.hegartymaths.com & click **Student log in**.

Start FREE teacher trial

Find your school

School name

Enter your school name correctly and select it.

Enter your details

Make sure these are accurate.

Harry

Hamilton

1 January 2001

Next

Welcome Harry

Please set a password to login.

Password

Confirm password

Login

Set and confirm your own password. Remember to write it in your maths book and planner!



No Has your teacher set you work? Yes

Your homework will be found in the **My Tasks** page.

You can Search for a task or Choose lesson.

You can view all tasks completed before in **My Scores**.

| Lesson | Score | EM | Time | Attempts | Assessment taken |
|------------------------------------|-------|-------|----------|----------|-----------------------|
| Factorise simple expressions 2 | 100% | 1.00x | 0.15mins | 0/0 | 11:28 Tue 30th Aug 16 |
| Distributive law of multiplication | 50% | 0.20x | 2.81mins | 0/0 | 13:53 Mon 8th Aug 16 |
| Simple subtraction & its meaning | 100% | 1.00x | 8.20mins | 0/0 | 13:49 Mon 8th Aug 16 |
| Simple addition & its meaning | 20% | 0.00x | 0.68mins | 0/0 | 13:45 Mon 8th Aug 16 |

Click on the task to take it again and try to improve your score.

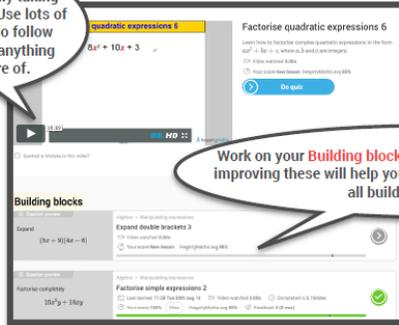
You have no pending tasks

Request more tasks from your teacher

If you have no tasks you can always Request more from your teacher.

Doing a task

Watch the video carefully taking the best notes you can. Use lots of colour and work hard to follow each example. Replay anything you might be unsure of.



Work on your Building blocks. If you struggle with the video then improving these will help you access the task better. Aim to make all building blocks 100%.

Did you understand the video?

No

Yes

Do quiz

| Great homework checklist | WWW | EBI |
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| I write the title, date and HW for all my tasks | | |
| I take full notes from the video | | |
| I try to model my work the way I was shown in the video | | |
| I use a ruler a pencil for all diagrams | | |
| I write every question and full solution in my book | | |
| I mark my work as I go | | |
| When I get an incorrect answer, I try to correct this in a different colour pen | | |
| I write my score in my book at the end of the quiz | | |

What score did you get in the quiz?

100% **Great effort! Why not try the next HW or improve some of your other scores.**

70 - 99% **Try the quiz again and work hard to learn from any previous mistakes.**

Below 70% **Don't give up. If you have taken full notes of the video, worked on your building blocks and you're still struggling then leave comments for your teacher to ask for help. It's important you make sure you ask your teacher for help to make sure you can eventually get 100%.**

VIDEO NOTES
Hegarty Maths = Perimeter (2) 14th July 2016

Example 1
Square with side 7mm
Perimeter = 7+7+7+7 = 28mm
Key Words: Length, Units, Distance
Don't forget Units!

Example 2
Rectangle with sides 4m and 9m
Perimeter = 4+9+4+9 = 26m
Doesn't matter which method you use, they all work!

Example 3
Regular hexagon with side 9m
Perimeter = 6 x 9 = 54m
Regular means all sides are same length

Example 4
Square with side length 5cm
Perimeter = 4 x 5 = 20cm
Always draw a sketch from the information given

Example 5
Equilateral triangle with side length 4.1mm
Perimeter = 3 x 4.1 = 12.3mm
Use distributive law of multiplication

Example 6
Regular octagon with side length 7.4cm
Perimeter = 8 x 7.4 = 59.2cm

Example 7
Rectangle with width 5.2cm and height 7.9cm
Perimeter = (2 x 5.2) + (2 x 7.9) = 26.2cm
Mental Maths: 5.2 + 7.9 = 13.1, 13.1 x 2 = 26.2
REMEMBER! There is more than one way!

Example 8
Shaded square with side 2mm
Perimeter = 4 x 2 = 8mm

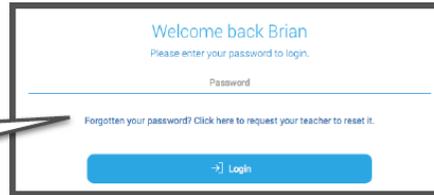
Example 9
Shaded rectangle with width 6m and height 11m
Perimeter = (2 x 6) + (2 x 11) = 34m

Example 10
Shaded regular hexagon with side 5m
Perimeter = 6 x 5 = 30m

FAQ's

What if I forget my password?

This link will **notify your teacher** that you need the password reset when they next login.



Welcome back Brian
Please enter your password to login.

Password

Forgotten your password? Click here to request your teacher to reset it.

→ Login

What device should I use?

HegartyMaths will work on any modern device but we **recommend a PC or Mac for the best experience**. Tablets work well too.

HegartyMaths will work on the latest versions of Chrome, Edge, IE and Safari. **We do not support Firefox.**

What browser should I use?

Do I have to watch the video?

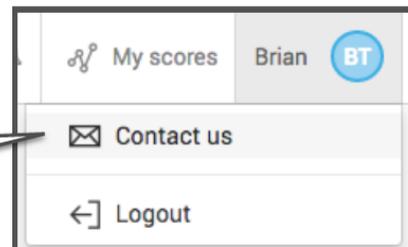
In short, yes! The video and the quiz are designed together so that you can be successful. The video will show you how to tackle the majority of the problems assessed in the quiz.

Try and explain to your teacher in a comment what you think is wrong. Submit a **question problem report**.

What do I do if I think there is a mistake in a question?

How can I contact HegartyMaths?

You can give us feedback on the site using the **contact us** form.



My scores Brian BT

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