

| Subject    | Guidance for Accessing Remote Learning  |
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| <b>ACE</b> | <p>Use this time to explore a topic beyond the school curriculum by completing a free MOOC (Massive Online Open Course) from Future Learn <a href="https://www.futurelearn.com/">https://www.futurelearn.com/</a></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><b>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.</b></p> <ul style="list-style-type: none"> <li>• How has Disney influenced modern society?</li> <li>• Has technology changed sport for the better?</li> </ul> <p>Alternatively, students may devise their own question and submit it to Mr Ashdown for approval (<a href="mailto:RAAs@goffs.herts.sch.uk">RAAs@goffs.herts.sch.uk</a>). Answers must include arguments for and against the line of enquiry.</p> <p><b><u>Structure</u></b></p> <ul style="list-style-type: none"> <li>• You must present your work with a RANGE of relevant research - do not just look at the first website on Google!</li> <li>• Ensure your work is supported by facts, not unfounded opinions. You can include opinions from reputable websites to back up your own ideas</li> <li>• Use a PEEL (point&gt;evidence&gt;explanation&gt;link) structure to ensure your points are relevant and well substantiated</li> <li>• You should reference any websites you use at the bottom of your work, using footnotes. For example:             <ul style="list-style-type: none"> <li>○ We want our students to grow as individuals with ambition, resilience and courage (1).<br/><u>Reference</u></li> <li>1. <a href="https://www.goffs.herts.sch.uk/251/school-vision-and-ethos">https://www.goffs.herts.sch.uk/251/school-vision-and-ethos</a></li> </ul> </li> <li>• Remember to explore both sides of the argument in your answer</li> <li>• 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!)</li> </ul> |

### **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><br/>Why not challenge yourself with these online competitions to enter.</p> <p><b>Film</b><br/>Can you review a specific film or a film of your choice:<br/><a href="https://www.intofilm.org/competitions">https://www.intofilm.org/competitions</a></p> <p><b>History and English Language</b><br/>Can you write a creative story but factually correct piece from History.<br/><a href="https://www.walterscottprize.co.uk/young-walter-scott-prize/">https://www.walterscottprize.co.uk/young-walter-scott-prize/</a></p> <p><b>English Language (Entries up to 13 years of age)</b><br/>Can you write a magical story involving a taxi!!?<br/><a href="https://www.caabpublishing.co.uk/submit-competitions">https://www.caabpublishing.co.uk/submit-competitions</a></p> <p><b>Critical Thinking</b><br/>Compete in a World Competition with the winners presented their award and hard copy of their short story in Paris!<br/><a href="https://en.unesco.org/news/unesco-and-idries-shah-foundation-launch-world-tales-short-story-competition">https://en.unesco.org/news/unesco-and-idries-shah-foundation-launch-world-tales-short-story-competition</a></p> |
| <b>Art</b>      | <p><b>Teacher responsible TBR:</b></p> <p><b>Students should now have their still life set up and photographed. These students who failed to attend Teams meeting have been sent this week's work to complete. They must ensure they are logged in at 1.30pm on Monday 8<sup>th</sup> June.</b></p> <p><b>Lesson 2:</b> students will be working on their sketching of the still life from direct observation. Miss Brown will on hand to offer advice and show the next stages of the drawing. Miss Brown will be working alongside the students on her own drawing to demonstrate and model.</p> <p><b>Students will need to provide evidence each week to Miss Brown: <a href="mailto:tbr@goffs.herts.sch.uk">tbr@goffs.herts.sch.uk</a></b></p>   |
| <b>Business</b> | <p>Year 10's will be taught section 1.1.3 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>   |
| <b>Careers</b>  | <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> <p>Hannah and Alex are YC Hertfordshire Personal Advisers and hold Level 6 qualifications in Advice and Guidance.</p>   |

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|                  | <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 Hannah and Alex: <a href="https://www.goffs.herts.sch.uk/1301/careers">https://www.goffs.herts.sch.uk/1301/careers</a></p> <p>There is also a sheet on this section of the website that includes key career information, produced by YC.</p> <p>The contact details are:<br/> Alex Bateson (<a href="mailto:Alex.Bateson@hertfordshire.gov.uk">Alex.Bateson@hertfordshire.gov.uk</a>)<br/> Hannah Tuson (<a href="mailto:Hannah.Tuson@hertfordshire.gov.uk">Hannah.Tuson@hertfordshire.gov.uk</a>)</p> <p>A reminder that your child must use their school email address when contacting either Alex or Hannah.</p>   |
| <b>Childcare</b> | <p>This week students will have their second live lesson. This lesson will consist of a focusing on how play helps children develop at different ages and what types of play this is.</p>  |
| <b>Drama</b>     | <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.</p> <p>Prior to each lesson, Miss Myers will upload onto doddle the resources required for that lesson.</p>  |
| <b>Economics</b> | <p>Year 10's will have a lesson on Factors of Production as they requested. This will be placed on Doodle 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 Doodle.</p>  |
| <b>English</b>   | <p>Students will be taught 'Macbeth' through voiced Powerpoints or Teams meets. One Powerpoint will be voiced the next, activity based. Students have studied 2 Acts of the play with their teachers in class and to support learning, teachers will take students through Macbeth, step by step, so when we return to school in a classroom setting from 15<sup>th</sup> June, the whole year group will be confident with their Literature topics.</p> <p>Year 10 have covered all the GCSE Literature topics, Blood Brothers, A Christmas Carol, Power &amp; 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 Doodle are completed.</p> <p>As well as the work set on Doodle, 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><b>Consolidate Literature studied so far:</b></p> |

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|                        | <p>Power and Conflict<br/>Unseen poetry<br/>A Christmas Carol<br/>Finish Macbeth Acts 3-5</p> <p><b>Blood Brothers Watch play on YouTube, create character profiles, plot synopsis, context and theme resources.</b><br/> <b>Film:</b> <a href="https://www.youtube.com/watch?v=eP1j1B1TtNU">https://www.youtube.com/watch?v=eP1j1B1TtNU</a><br/> <b>Plot:</b> <a href="https://www.youtube.com/watch?v=Pz8tURNx7d8">https://www.youtube.com/watch?v=Pz8tURNx7d8</a><br/> <a href="https://www.youtube.com/watch?v=wZsd_wvoFO">https://www.youtube.com/watch?v=wZsd_wvoFO</a><br/> <b>Character:</b> <a href="https://www.youtube.com/watch?v=ZqQh1d1J-98">https://www.youtube.com/watch?v=ZqQh1d1J-98</a><br/> <b>Theme:</b> <a href="https://www.youtube.com/watch?v=UgR3ATt1NUU">https://www.youtube.com/watch?v=UgR3ATt1NUU</a><br/> <b>Context:</b> <a href="https://www.youtube.com/watch?v=ZR-d5DWup2U">https://www.youtube.com/watch?v=ZR-d5DWup2U</a><br/> <b>Extension- listen to some of the playlist and make key character quotations.</b><br/> <a href="https://www.youtube.com/watch?v=raaHjIcfebc&amp;list=PL8f_ACV3dM09w7_EUCCcSu7A3SMZI7N7I">https://www.youtube.com/watch?v=raaHjIcfebc&amp;list=PL8f_ACV3dM09w7_EUCCcSu7A3SMZI7N7I</a><br/> <a href="https://www.youtube.com/watch?v=pPbf3YsitwU">https://www.youtube.com/watch?v=pPbf3YsitwU</a><br/> <a href="https://www.youtube.com/watch?v=9T8RR08nk0Y">https://www.youtube.com/watch?v=9T8RR08nk0Y</a><br/> <a href="https://www.youtube.com/watch?v=9pdVMKo8SDo">https://www.youtube.com/watch?v=9pdVMKo8SDo</a></p> <p><b>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.</b></p> |
| <b>Enterprise BTEC</b> | 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 "Targeting and Segmenting Customers" and accompanying worksheet(s) will be placed on Doodle.  |
| <b>Food</b>            | NEA 2 task with team meeting on a Tuesday 1.30 till 3.00  |
| <b>French</b>          | <p><b>Topic: Plans for the future</b></p> <p><b>Tasks:</b> Go through the detailed powerpoint uploaded onto Doodle and complete all the exercises and assigned tasks.</p> <p><b>Independent work:</b><br/> <a href="http://www.languagenut.com">www.languagenut.com</a> Students have been given individual log-in details. Click on Vocab Trainer to practise the vocabulary for the topic.</p>  |
| <b>Geography</b>       | <p>All work will be set on Doodle.</p> <p>Topic: <b>UK Physical Environment (Rivers)</b></p>  |

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|                               | <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><b>If your child has a CGP revision guide they can use this to guide them on the information they need.</b></p> <p>Please email <a href="mailto:mtv@goffs.herts.sch.uk">mtv@goffs.herts.sch.uk</a> with any queries regarding this work.</p>  |
| <b>Health and Social Care</b> | <p>This week is the second of our live lessons. This lesson will consist of course work written. I will be on there to support students with their course work as they write it.</p>   |
| <b>History</b>                | <p><b><u>Weimar and Nazi Germany (Edexcel, Paper 3)</u></b><br/>Voice over power point from teachers uploaded on Doodle</p> <p>Class teachers to upload lessons accordingly.</p>   |
| <b>ICT/Computing</b>          | <p><b><u>Computing:</u></b><br/>Use <b>Solo Learn app</b> to practice Python and they should be using the PowerPoint to learn the content and completing the worksheet as well as the home work sheet for each topic. The student should also use the answer sheets to check their work. Students should do the work for <b>ocr J276 Unit 2 Networks - Lesson 5 Protocols and layers</b> attached on doodle by the end of this week. Students should continue with other units that they have not done and catch-up to <b>Unit 5 algorithms.</b></p> <p><b><u>ICT:</u></b><br/>Students will be given component 3 theory work to complete on doodle. They should complete 3 topics a fortnight as they would have 3 lessons a fortnight. This week they should be doing the work <b>Pack C Implications of digital systems- Topic 4 - Use policies.</b></p> <p>Students should complete all the worksheets and home learning sheets that go with each topic. Students should be making revision notes for each topic as well. Their exam will be in February of Year 11.</p> |
| <b>Italian</b>                | <p><b>Current topics:</b></p> <ul style="list-style-type: none"> <li>• Education Post-16</li> <li>• Revision of conditional tense</li> <li>• Revision of future tense</li> </ul> <p><b>Tasks to complete:</b></p> <ul style="list-style-type: none"> <li>• Download the PowerPoint presentation on Doodle and complete the activities on the topic of Education Post-16</li> <li>• Practise the new vocabulary on <a href="http://www.studystack.com">www.studystack.com</a> (link on Doodle)</li> </ul>   |

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|                 | <ul style="list-style-type: none"> <li>• Practise your listening skills on <a href="http://www.thisislanguage.com">www.thisislanguage.com</a> (tasks set on the website)</li> </ul> <p><b>Independent work:</b></p> <ul style="list-style-type: none"> <li>• Continue working on the Language Immersion Challenge (document on Doodle)</li> <li>• Choose and complete one (or some) of the 8 Italian challenges (document on Doodle)</li> </ul>  |
| <b>Literacy</b> | <p><b>Responsive Reading</b><br/> <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><b>Students complete week 8 on ‘Responsive Reading Booklet’ [on doodle]</b><br/> Students to read extract from ‘White Teeth’ answer the questions that follow and complete vocabulary work, defining key quotes and filling in vocabulary booklets.</p> <p>Helpful website links:<br/> <a href="https://www.goodreads.com/shelf/show/ks3">https://www.goodreads.com/shelf/show/ks3</a><br/> <a href="https://www.goodreads.com/shelf/show/gcse-reading-list">https://www.goodreads.com/shelf/show/gcse-reading-list</a><br/> <a href="https://www.dictionary.com/">https://www.dictionary.com/</a><br/> <a href="https://www.goffs.herts.sch.uk/339/reading-activities">https://www.goffs.herts.sch.uk/339/reading-activities</a></p> |
| <b>Maths</b>    | <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 <a href="http://www.hegartymaths.com">www.hegartymaths.com</a> 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> <p>10E1 – Algebraic Fractions<br/> 10W1 – Similarity and Congruence<br/> 10E2 – Algebraic Fractions</p>   |

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|                        | <p>10W2 – Similarity and Congruence<br/> 10E3 – Similarity and Congruence<br/> 10W3 – Algebra including Indices<br/> 10E4 - Volume<br/> 10W4 – Similarity and Congruence</p>  |
| <b>Media BTEC</b>      | 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.  |
| <b>Media Studies</b>   | <p><b>Topic: Designing the Front Page/ Cover</b><br/> <b>Work:</b> Create a detailed, annotated sketch of the design you have created for the front page OR cover of your NEA production.<br/> <b>Links:</b> <a href="https://www.youtube.com/watch?v=BORhXyzng7Q">https://www.youtube.com/watch?v=BORhXyzng7Q</a><br/> <b>Documents:</b> Workbook to be sent through Doodle and learning video supplied.</p>                               |
| <b>Music</b>           | <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>Students should also see Doodle for instructions on how to revise BAROQUE, CLASSICAL and ROMANTIC MUSIC for the GCSE Listening exam. They should work through the attached Powerpoint and make sure sound is enabled on their computer, as some of them are listening questions.</p> |
| <b>PE - Core</b>       | <p>Youtube clips set on Doodle for home workouts without any equipment (example - <a href="https://www.youtube.com/watch?v=m16cT4AZdqI">https://www.youtube.com/watch?v=m16cT4AZdqI</a>)<br/> <a href="https://www.youtube.com/watch?v=XIeCMhNWFQQ">https://www.youtube.com/watch?v=XIeCMhNWFQQ</a><br/> 30 Day Ab challenge: App<br/> Beat the teacher 5K run challenge<br/> Assassins Workout<br/> Iron man workout</p>                   |
| <b>PE - BTEC Dance</b> | <b>Theory:</b> 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.  |
| <b>PE - BTEC Sport</b> | <p>Students are to send all of component C learning aim A to their teacher. This includes Pass, merit and distinction work.</p> <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.</p> <p>All guidance PowerPoints and word documents have been attached on doodle.</p> |

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| <p><b>PE - GCSE</b></p>   | <p><u>Levers:</u></p> <p>know the three classes of lever and their use in physical activity and sport:</p> <ul style="list-style-type: none"> <li>• 1st class <ul style="list-style-type: none"> <li>○ neck</li> </ul> </li> <li>• 2nd class <ul style="list-style-type: none"> <li>○ ankle</li> </ul> </li> <li>• 3rd class <ul style="list-style-type: none"> <li>○ elbow</li> </ul> </li> </ul> <p>know the definition of mechanical advantage</p>  |
| <p><b>Photography</b></p> | <p><b>CBW</b></p> <p><b>Overview: Students will be focusing on the theme 'IDENTITY'.</b></p> <p><b>The students will be given starting points and photographers to help develop their theme.</b></p> <p><b>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)</b></p> <p><b>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.</b></p> <p><b>FACE to FACE will be done through small group tutorials.</b></p> <p><b>PowerPoint Portfolios will be sent to Ms Brew <a href="mailto:cbw@goffs.herts.sch.uk">cbw@goffs.herts.sch.uk</a></b></p> <p>Week 2:</p> <p>Students are going to work through their statement of intent and write down what they propose to do for their Identity project, this will evolve over the course of the project.</p> <p>The statement of Intent should be at least one slide on their PowerPoint between 200 and 500 words.</p> <p>Students will then need to produce 3 photoshoot plans for their chosen themes which will also be inspired by the photographers they have researched (in the SEMI Analysis)</p> <p>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</p> |

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|                       | They could also complete any outstanding work from week 1.  |
| <b>Product Design</b> | Hand in your contextual choice and mind map. You will continue to work on the supporting research for your selected design challenge. The power point on Doodle talks you through the client profile/target market  |
| <b>Psychology</b>     | <p><b>Language, Thought &amp; Communication –<br/>Topic: Human versus Animal Communication</b></p> <p>A new topic for psychology consisting of four different areas. Students will start by examining the properties of animal communication and look at the functions/purposes of this communication. They will then compare this to human communication, in regards to how they are similar and different.</p> <p>The PowerPoint will have a voice-over explaining concepts and activities to complete. Students should work through the PowerPoint and complete the activities set and answer exam questions at the end to consolidate their knowledge.</p> <p><b>Useful website for additional information –</b><br/> <a href="https://learndojo.org/gcse/aqa-psychology/language-thought-communication/">https://learndojo.org/gcse/aqa-psychology/language-thought-communication/</a></p> <p><b>Students can also sign into the online textbook at:</b><br/> <a href="https://illuminate.digital/aqapsychgcse/">https://illuminate.digital/aqapsychgcse/</a><br/> Username: SGOFFS6<br/> Password: STUDENT6<br/> The textbook (pages 168-169) will provide information to complete the tasks.</p>   |
| <b>RS/Sociology</b>   | <p>Thematic studies home learning booklet/power points which have tasks focused on each specific topic – each task is different ranging from interpretation, analytical, comprehension, creative etc. in order to vary up the activities.</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><b>Complete electronic copies can be emailed to <a href="mailto:Ebo@goffs.herts.sch.uk">Ebo@goffs.herts.sch.uk</a> where I will log rewards.</b></p> <p><b>Research/Reading:</b><br/> REOnline Festivals calendar - <a href="https://www.reonline.org.uk/festival-calendar/">https://www.reonline.org.uk/festival-calendar/</a> - Useful for research on current festivals<br/> REOnline - Subject knowledge - <a href="https://www.reonline.org.uk/subject-knowledge/">https://www.reonline.org.uk/subject-knowledge/</a> - Reliable info on main religions/worldviews<br/> Email a believer (REonline) - <a href="http://pof.reonline.org.uk/">http://pof.reonline.org.uk/</a> - Students can email people on their religious/worldviews<br/> Guardian online - Religion - <a href="https://www.theguardian.com/world/religion">https://www.theguardian.com/world/religion</a> - news/current religious issues<br/> BBC Bitesize KS3 - <a href="https://www.bbc.co.uk/bitesize/subjects/zh3rkqt">https://www.bbc.co.uk/bitesize/subjects/zh3rkqt</a></p> |

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|                | <p>BBC Bitesize GCSE - <a href="https://www.bbc.co.uk/bitesize/subjects/zb48q6f">https://www.bbc.co.uk/bitesize/subjects/zb48q6f</a> - Need to select correct exam board</p> <p><b>Videos:</b><br/> BBC GCSE RS videos - <a href="https://drive.google.com/open?id=1rccZolahqH4eFcPM6Nn1KxQ5flZgwD5wgsyrg6oxN0s">https://drive.google.com/open?id=1rccZolahqH4eFcPM6Nn1KxQ5flZgwD5wgsyrg6oxN0s</a> - Relatively new films from young people from main religions<br/> Most BBC RE clips - <a href="https://drive.google.com/open?id=17VMuMqZ7JZXFnz-k2M0FEgxQqJbF9A1hUL8igC5eNF">https://drive.google.com/open?id=17VMuMqZ7JZXFnz-k2M0FEgxQqJbF9A1hUL8igC5eNF</a> - Virtually all RE subject videos organised by series<br/> Truetube - <a href="https://www.truetube.co.uk/">https://www.truetube.co.uk/</a> - Loads of great videos<br/> REquest - Christianity - <a href="https://request.org.uk/">https://request.org.uk/</a> - Videos and research info<br/> The Bible society videos - Christian - <a href="https://www.youtube.com/user/biblesocietytv/videos">https://www.youtube.com/user/biblesocietytv/videos</a> - Videos on some useful concepts in Christianity<br/> The Bible project - <a href="https://www.youtube.com/user/jointhebibleproject/playlists">https://www.youtube.com/user/jointhebibleproject/playlists</a> - Christianity based concepts</p> <p><b>Revision/Quizzing:</b><br/> Seneca - <a href="https://www.senecalearning.com/">https://www.senecalearning.com/</a> - Board specific GCSE content<br/> Quizlet - <a href="https://quizlet.com/en-gb">https://quizlet.com/en-gb</a> - You will need to find relevant/reliable pre-made quizzes<br/> MrMcMillanREvis - <a href="https://www.youtube.com/user/MrMcMillanREvis/playlists">https://www.youtube.com/user/MrMcMillanREvis/playlists</a> - Catholic Christianity revision videos</p> |
| <b>Science</b> | <p><b><u>Revision of Paper One topics</u></b></p> <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><a href="https://www.tassomai.com/">https://www.tassomai.com/</a><br/> <a href="https://www.kerboodle.com/users/login">https://www.kerboodle.com/users/login</a><br/> <a href="https://www.youtube.com/channel/UCqbOeHaAUXw9II7sBVG3_bw/playlists">https://www.youtube.com/channel/UCqbOeHaAUXw9II7sBVG3_bw/playlists</a><br/> <a href="https://www.senecalearning.com/">https://www.senecalearning.com/</a><br/> <a href="https://www.physicsandmathstutor.com/">https://www.physicsandmathstutor.com/</a><br/> <a href="https://www.goffs.herts.sch.uk/307/subject-information">https://www.goffs.herts.sch.uk/307/subject-information</a></p>  |
| <b>Spanish</b> | <p><b>Topic: Future plans</b></p> <p><b>Tasks:</b> Go through the detailed powerpoint uploaded onto Doddle and complete all the exercises and assigned tasks.</p>   |

|                 |  |
|-----------------|--|
|                 | <p><b>Independent work:</b></p> <p><a href="http://www.languagenut.com">www.languagenut.com</a> Students have been given individual log-in details. Click on Vocab Trainer to practise the vocabulary for the topic.</p>   |
| <b>Textiles</b> | <p>I have now spoken to most of your parents and/ or received an email from you to let me know that you have started the NEA so thank you for this.</p> <p>As a reminder this is worth 50% OF YOUR ENTIRE GCSE!!</p> <p>I have sent out the audio PowerPoint to you via email and the research section is your work for the next few weeks.<br/>I would like you to email me by the end of the week with ALL of the completed work you have done so far.</p> <p>As per NEA regulations I CANNOT tell you what to complete however I advise that this consists of; mindmap, moodboard, client profile and 1 additional piece of research such as a shop report.</p> <p>This must be emailed to me on <a href="mailto:lab@goffs.herts.sch.uk">lab@goffs.herts.sch.uk</a></p> <p>Any questions please fire them to me on the address above.</p> <p>Thank you and good luck!</p> |

# Log In Instructions for Hegarty Maths



Go to [www.hegartymaths.com](http://www.hegartymaths.com) & click **Student log in**.

Enter your **school name** correctly and select it.

Enter your details

Make sure these are accurate.

Harry

Hamilton

1 January 2001

Next

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

Welcome Harry  
Please set a password to login.

Password

Confirm password

Login



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  |

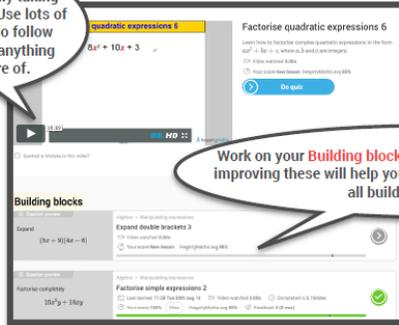
Click on the task to take it again and try to improve your score.

You have no pending tasks

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 |
|---|-----|-----|
| 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

Perimeter =  $7+7+7+7 = 28\text{mm}$

Key Words: Length, Units, Distance

Don't forget Units!

Example ②

Perimeter =  $4+9+4+9 = 26\text{m}$

Perimeter =  $2 \times 9 + 2 \times 4 = 18 + 8 = 26\text{m}$

Perimeter =  $2 \times (4+9) = 2 \times 13 = 26\text{m}$

Doesn't matter which method you use, they all work!

Example ③

Perimeter =  $6 \times 9 = 54\text{m}$

Regular means all sides are same length

Example ④

Work out the perimeter of a square with side length 5cm.

Always draw a sketch from the information given

Perimeter =  $4 \times 5 = 20\text{cm}$

Example ⑤

Work out the perimeter of an equilateral triangle with side length 4.1mm.

Same as regular

Perimeter =  $3 \times 4.1 = 12.3\text{mm}$

Use distributive law of multiplication

Example ⑥

Work out the perimeter of a regular octagon with side length 7.4cm.

Perimeter =  $8 \times 7.4 = 59.2\text{cm}$

Example ⑦

Work out the perimeter of a rectangle with width 5.2cm and height 7.9cm.

Perimeter =  $(2 \times 5.2) + (2 \times 7.9) = 10.4 + 15.8 = 26.2\text{cm}$

Mental Maths:  $5.2 + 7.9 = 13.1$ ,  $13.1 \times 2 = 26.2$

REMEMBER! There is more than one way!

1) Perimeter of shaded shape? No Calculator! 4 sides all with single dash. Square. Perimeter =  $4 \times 2 = 8\text{mm}$

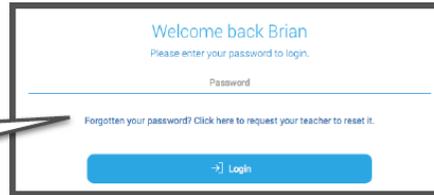
2) Perimeter of shaded shape? Rectangle. Perimeter =  $(2 \times 6) + (2 \times 11) = 12 + 22 = 34\text{m}$

3) Perimeter of shaded shape? 6 equal sides. Hexagon. Perimeter =  $6 \times 5 = 30\text{m}$

## FAQ's

What if I forget my password?

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

