

| Subject | Guidance for Accessing Remote Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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| ACE     | <p>Continue with your GPQ (Goffs Project Qualification)</p> <p>You should ensure you have the following steps completed:</p> <ol style="list-style-type: none"> <li>1. Question (that focuses closely on a specific topic)</li> <li>2. A clear plan of how you will break the question down in order to answer it fully</li> <li>3. A selection of reliable sources of information</li> <li>4. Begin to write!</li> </ol> <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><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).</li> </ul> <p style="margin-left: 20px;"><u>Reference</u></p> <ol style="list-style-type: none"> <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> </ol> </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> <p><b><u>Marking</u></b></p> <p>Your answers will be graded according to the list below:</p> <p><b>Distinction *</b> - You will be rewarded an R5</p> <ul style="list-style-type: none"> <li>• Outstanding knowledge and understanding</li> </ul> |

- 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

**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.**

- Could we live with dinosaurs if they existed now?
- Are we the only life form in the universe?

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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><u>Film</u></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><u>History and English Language</u></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><u>English Language (Entries up to 13 years of age)</u></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><u>Critical Thinking</u></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-ales-short-story-competition">https://en.unesco.org/news/unesco-and-idries-shah-foundation-launch-world-ales-short-story-competition</a></p> |
| <b>Art</b> | <p>Teacher responsible: TBR</p> <p><b>Sweets &amp; Treats</b></p> <p>This half term students will be exploring 3d design and the idea of ‘sculpture’</p> <p>Lesson Focus: design a series of ‘sweet monsters’ using observational drawing of sweets.</p> <p>Students will need paper and pencil for this lesson.</p> <p>Students will provided with a number of images of sweets. They will complete 3 drawing of each sweet from different angles. These will be timed at 2 minutes per drawing. They will look at 6 different sweets in total (36 minutes)</p> <p>Annotation: write a few sentences to explain why they have chosen specific sweets to draw ( it might be about the shape, texture, colour, favourite sweet etc) (5 minutes)</p> <p>They will need to then find 3 images for next lesson:</p>                                                                                                                                                                                                                                                                                                                                                                                                                                       |

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|                       | <p>1 mammal, 1 reptile and 1 insect (save images/print out) (9minutes)</p> <p>Mrs Brew: <a href="mailto:cbw@goffs.herts.sch.uk">cbw@goffs.herts.sch.uk</a><br/>Miss Brown: <a href="mailto:tbr@goffs.herts.sch.uk">tbr@goffs.herts.sch.uk</a></p> <p>FYI next week they will need paper, pencil and colour pencils</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <p><b>Careers</b></p> | <ul style="list-style-type: none"> <li>• <b>The Importance of Budgeting</b></li> <li>• Complete the task following the PowerPoint on preparing a budget</li> <li>• Consider the importance of budgeting and start to think about earning your own income and how you will distribute this</li> </ul> <p><b>Resources - on Doodle</b><br/>PowerPoint presentation<br/>Accompanying sheet<br/>YouTube video on budgeting: <a href="https://www.youtube.com/watch?v=XcRfjahDRSA">https://www.youtube.com/watch?v=XcRfjahDRSA</a></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <p><b>Drama</b></p>   | <p>Pupils will be developing their own murder mystery storyline. They will develop their own characters, settings, potential murder weapons and creating alibis.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <p><b>English</b></p> | <p>As students would have been preparing to sit their Summer Exam, we are going to consolidate Reading and Writing skills for the majority of this term. We will then end the term with a short Gothic style story project.</p> <p>This week students will complete some comprehension tasks, using PETAL paragraphs. This is something students are well aware of and this is a fantastic opportunity for them to revisit these skills; ready to return back to school hopefully in September.</p> <p>Over the next few weeks students will be given a series of extracts, where they will analyse how and why the writer has chosen specific language and structure effectively and will analyse the impact they have on the audience. This will help with the way in which they are able to read for meaning.</p> <p>Teachers will be guiding students through this process, by re-teaching how to analyse these skills effectively and will scaffold content where relevant. By the end of the term students should hopefully glide through the tasks and end with heightened confidence. It will also aid them in writing their very own story.</p> <p><b>Students should also be reading for at least 20 minutes each day and adding at least two new Tier 2 vocabulary into their Victorious Vocabulary booklets.</b></p> |

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| <b>Food</b>          | One lesson a fortnight - sugar rush and food labelling                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>French</b>        | <p><b>Topic: En ville – Vous désirez? (What would you like ? - Part 2)</b></p> <p><b>Tasks:</b> Complete the 2 assigned worksheets and return them to the subject teacher for marking. Complete the Languagenut tasks assigned to the class. Students have been given individual log-in details for Languagenut. The Vocabulary booklet is attached on Doodle to help students complete all tasks.</p> <p><b>Independent work:</b><br/> <a href="https://quizlet.com/305099738/dynamo-1-module-5-unite-3-vous-desirez-flash-cards/">https://quizlet.com/305099738/dynamo-1-module-5-unite-3-vous-desirez-flash-cards/</a><br/> <a href="http://www.linguascope.co.uk">www.linguascope.co.uk</a> Username: goffs Password: 20twenty<br/> Beginners' section; l'alimentation; les snacks<br/> <a href="https://learningapps.org/1675793">https://learningapps.org/1675793</a> (tu or vous?)</p> |
| <b>Geography</b>     | <p>All work will be set on Doodle.</p> <p>Topic: <b>Microclimates</b></p> <p>PowerPoint Presentations and worksheets will be uploaded to Doodle for your son/daughter to access for each lesson they would have had in school. The instructions for the tasks are on these. Please ensure they complete all tasks.</p> <p>There is an upcoming assessment – This will also be uploaded onto Doodle for them to complete. Please keep this safe as it will be marked by their class teacher once we return to school.</p> <p>Please email <a href="mailto:nka@goffs.herts.sch.uk">nka@goffs.herts.sch.uk</a> with any queries regarding this work.</p>                                                                                                                                                                                                                                         |
| <b>History</b>       | <p><b><u>Crime and Punishment</u></b></p> <p><b>Lesson 1- Nasty Normans</b><br/> Students to work through the PowerPoint on Doodle.</p> <p><b>Helpful website links:</b><br/> <a href="https://www.youtube.com/watch?v=IUa4u0N0MCY">https://www.youtube.com/watch?v=IUa4u0N0MCY</a></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>ICT/Computing</b> | Complete Lesson 8 on the booklet for project charity awareness. Please email your teacher any work that you complete.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |

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| <p><b>Literacy</b></p> | <p><u><b>Literacy</b></u></p> <p><b>Graphic Organisers:</b> <i>Students will be set an independent reading project to complete over the last half term alongside their responsive reading. This will require students to read a fiction book of their choice and complete tasks on what they have read to order to complete their own graphic organiser. These tasks will be completed weekly and set by literacy teachers.</i></p> <p>Responsive Reading focus. 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.</p> <p><b>Students complete week 7 on ‘Responsive Reading Booklet’ [on doddle]</b><br/>Students to read extract from ‘Power’ answer the questions that follow and complete vocabulary work, defining key quotes and filling in vocabulary booklets.</p> <p>Helpful website links (please take a look at these links for help choosing a personal reading book):<br/> <a href="https://www.goodreads.com/shelf/show/ks3">https://www.goodreads.com/shelf/show/ks3</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> |
| <p><b>Maths</b></p>    | <p>All work to be set on <a href="http://www.hegartymaths.com">www.hegartymaths.com</a>.</p> <p>Students need to watch the videos set and make detailed notes including examples (see pdf for a guide to what this should look like) then complete the quizzes that go with each video.</p> <p>If pupils struggle with a question they can leave a note for their teacher to see who can then respond to the question.</p> <p>The topics on the scheme of work to be covered as below, however class teachers may set some other work on Doddle also, please ask pupils to prioritise the work set on Doddle.</p> <p>If you have issues with accessing HegartyMaths then please go on <a href="http://www.corbettmaths.com">www.corbettmaths.com</a> and search for the topic for your set (see below), watch the video and then complete the worksheet instead. Your teacher will add another homework on Doddle labelled ‘Optional Extra Maths Work’ with the relevant links to help you.</p> <p>This week all sets will be covering Chart and Graphs.</p>                                                                                                                                                                                                                                                                                                 |
| <p><b>Music</b></p>    | <p>The Blues – Students should access the instructions on Doddle to create a project about Blues Music. This work will last until the end of the Summer term. The deadline is July 15th and this will be seen on Doddle.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

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| <p><b>PE</b></p>             | <p>The Body Coach workout videos will be posted on Doodle for students to access (example - <a href="https://www.youtube.com/watch?v=0xE3CpbVeA&amp;t=828s">https://www.youtube.com/watch?v=0xE3CpbVeA&amp;t=828s</a>)<br/> <a href="https://www.youtube.com/watch?v=1skBf6h2ksl">https://www.youtube.com/watch?v=1skBf6h2ksl</a><br/> 30 Day Ab challenge: App<br/> Beat the teacher 5K run challenge<br/> Assassins Workout<br/> Iron man workout</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <p><b>Product Design</b></p> | <p>Continue to practice design drawings and presentation skills. The communication of design ideas is really important convey your designs to others and to help you develop them further. The PPT on doodle will guide you through the process.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <p><b>RS/Sociology</b></p>   | <p>For this task, I would like you to make a poster and leaflet explaining how Jesus is different from other humans, and describe three of his miracles that he performed throughout his life.</p> <p><b>How to submit:</b><br/> If you have access to the internet: You can take a photo of the piece of art and the explanation and send it in an email or alternatively bring it in to school for your first lesson back.</p> <p>You can either take a picture of your artwork/photocopy/scan your submission and send to <a href="mailto:jls@goffs.herts.sch.uk">jls@goffs.herts.sch.uk</a> and the top 10 will receive a R4, Submission to the newsletter and other prizes once we return to school.</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><br/> 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> - Many great videos</p> |

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|                | <p>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>B3: The circle of life<br/> (food webs, carbon cycle, variation, DNA)<br/> C3: Particle theory<br/> (particle model, Brownian motion, changing state)<br/> P3: Forces all around us<br/> (resultant forces, Hooke’s Law)</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>Useful on-line resources:<br/> <a href="https://www.bbc.co.uk/bitesize/subjects/zng4d2p">https://www.bbc.co.uk/bitesize/subjects/zng4d2p</a><br/> <a href="https://www.senecalearning.com/">https://www.senecalearning.com/</a></p>                                                                                                                    |
| <b>Spanish</b> | <p><b>Topic: Mi ciudad: En la cafetería – Part 2</b></p> <p><b>Tasks:</b> Complete the assigned Doodle quizzes and Languagenut assignments. Students have been given individual log-in details for Languagenut. The Vocabulary booklet is attached on Doodle to help you.</p> <p><b>Independent work:</b><br/> <b>Vocabulary:</b><br/> <a href="https://quizlet.com/gb/492966527/spanish-cafe-flash-cards/">https://quizlet.com/gb/492966527/spanish-cafe-flash-cards/</a><br/> <b>Grammar:</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |



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|                 | <a href="https://quizlet.com/267777685/querer-flash-cards/">https://quizlet.com/267777685/querer-flash-cards/</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Textiles</b> | <p>Ah shucks! It looks like Covid- 19 has scuppered our plans and we may not be returning to the classroom this summer term- boo! It has been lovely to see so many of your designs and if you still need to email them to me I'd love to see them!</p> <p>In light of the fact it's unlikely we're going to be able to create anything practical in the classroom here are some things I would like you to attempt and send through to me at <a href="mailto:lab@goffs.herts.sch.uk">lab@goffs.herts.sch.uk</a></p> <ul style="list-style-type: none"><li>- Read the washing label instruction of the clothes you are wearing. Research what the symbols mean and make a table.</li><li>- If you have access to one- upcycle an old t-shirt (ask permission from a parent or guardian first please!)</li><li>- List as many textile products in your home that you can find and name the fabric it is made from (what's your favourite?)</li></ul> |

# Log In Instructions for Hegarty Maths



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

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

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



## Accessing a task

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 | 33%   | 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      | 25%   | 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

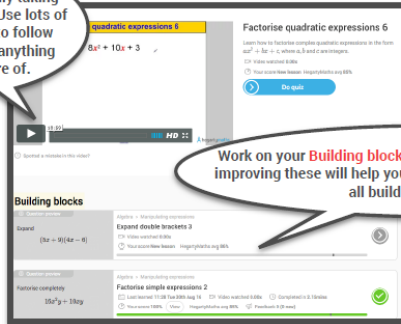
Request more tasks from your teacher

Please choose a teacher...  
 Other teachers  
 Hegarty

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**  
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

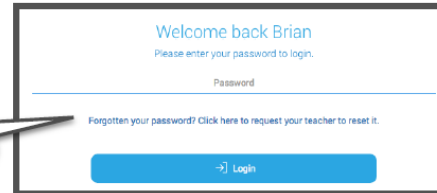
**Example 9**  
Shaded rectangle with width 6m and height 11m  
Perimeter = (2 x 6) + (2 x 11) = 34m

**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?

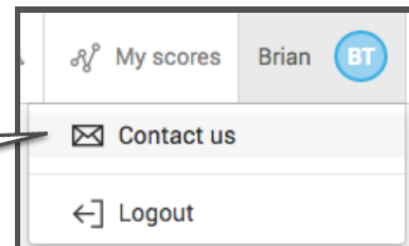
**In short, yes!** The video and the quiz are designed together so that you can be successful. The video will show you how to tackle the majority of the problems assessed in the quiz.

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

Contact us

Logout