

| 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"> 1. Question (that focuses closely on a specific topic) 2. A clear plan of how you will break the question down in order to answer it fully 3. A selection of reliable sources of information 4. Begin to write! <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 can technology influence our future? • Should lying be a crime? Evaluate your reasons. <p>Students may also continue with their GPQ (Goffs Project Qualification).</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

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| | <ul style="list-style-type: none"> • Satisfactory structure throughout • Satisfactory use of SPAG |
| Art | <p>Complete work from last week Students are to continue working through three different tasks based on Cubism</p> <p>TASK 2: Continue DEVELOPING/ SYNTHETIC CUBISM.....</p> <ul style="list-style-type: none"> • Equipment needed different papers, a sheet of A4 paper, scissors, glue, felt pen/pen. • USING the image provided create a new version of TASK 1 but this time use any found materials you have indoors paper bags, newspapers, colour/ textured papers, try to create a SYNTHETIC CUBIST piece. • THIS CAN BE DONE OVER A COUPLE OF HOURS. IMAGINE IT BEING 2 HOURS WORTH OF LESSONS. <p>If this is completed</p> <p>TASK 3: FERDINAND LEGER</p> <ul style="list-style-type: none"> • Equipment needed A4 paper, pencil, rubber, mixed papers, colours, black felt tip for the outline. • Looking at the images by the Artist Ferdinand Leger, create your own piece of Synthetic Cubism - could you combine the different elements of CUBISM together, using LINE, MIXED MEDIA and COLOUR?? A PowerPoint will be placed on Doodle to show example by Mrs Brew (this piece should take several hours). |
| Careers | <p>Careers Expedition: Investigating careers and labour market information</p> <ul style="list-style-type: none"> • Understand how the labour market is changing • Identify which jobs are increasing and which are declining • Know about opportunities in your local area • Explore different job families and name jobs within these • Know how to research jobs you are interested in • Create a fact file that includes the following headings: opportunities in my area; new job ideas; jobs that are increasing; jobs that are decreasing <p>Resources - on Doodle: YC website: https://www.ychertfordshire.org/media/866633/navigate-your-future-ks3.pdf YouTube video on 'The 5 Trends Shaping the Future of Work': https://www.youtube.com/watch?v=LrhmHbDLM8o PowerPoint with information relating to 'Living and Working in Broxbourne' KUDOS website information for parents: https://www.cascaid.co.uk/wp-content/uploads/2019/09/Parents-Guide-eBook-V3.pdf</p> |

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| Drama | Students will be developing their own murder mystery storyline. They will develop their own characters, settings, potential murder weapons and creating alibis. |
| English | <p>Assessment week: students will be set an assessment based on their remote learning this half term.</p> <p><u>Consolidation of Conflict Poetry</u></p> <p>In the second term, students studied a range of conflict poetry; which they thoroughly enjoyed. Poetry analysis is something that students will study each year, so this is a great opportunity to practice the skill further.</p> <p>This time students will research and analyse a range of War Poets and will then create their own collection of poems. Students will also, be taught how to compare poems, identify writer's purpose and the relevance of context. Wilfred Owen will be the main focus, however teachers will ensure students are offered a variety.</p> <p>In doing this students will be asked to research a range of different poetic forms and explain key conventions. They will then include some of their favourite poetic styles, in their own anthology collection of poems.</p> <p>Examples: Haiku, sonnet, RAP, acrostic, rhyming, blank verse, free verse, couplets, limericks and ballads.</p> <p>Students will be expected to be able to write 2-3 poems in one hours. Therefore, their collection will consist of 8-12 poems.</p> <p>https://www.iwm.org.uk/history/9-poets-of-the-first-world-war</p> <p>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.</p> |
| Food | One lesson a fortnight. Nutrition and healthy eating 04.05.20 - 15.05.20. |
| French | <p>Topic: Le sport en direct – Qu'est-ce qu'il faut faire ? (What must you do - Part 1)</p> <p>Tasks: 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>Independent work: Vocabulary: https://quizlet.com/gb/499832001/dynamo-2-module-5-quest-ce-qu'il-faut-faire-flash-cards/</p> |

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| | <p>https://languagesonline.org.uk/French/GCSETopics/Forme_Sante/7.htm</p> <p>Grammar :</p> <p>https://quizlet.com/335588600/il-faut-flash-cards/</p> <p>https://languagesonline.org.uk/French/GCSETopics/Forme_Sante/1.htm</p> |
| Geography | <p>All work will be set on Doodle.</p> <p>Topic: China</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 sau@goffs.herts.sch.uk with any queries regarding this work.</p> |
| History | <p><u>The Holocaust:</u> Minority groups during the Holocaust Anne Frank</p> <p>Lessons for students to work through the PowerPoints on Doodle.</p> <p>Helpful website links: https://www.youtube.com/watch?v=YIHU3OdWmT8 https://www.annefrank.org/en/education/product/132/video-the-short-life-of-anne-frank/</p> |
| ICT/Computing | <p>This Unit is about Python programming language, which you have studied before when you used the BBC Microbit.</p> <p>Attached on doodle are lesson by lesson PowerPoint's explaining the information and tasks that must be completed for this topic. This week you will need to complete Programming - Lesson 1 PowerPoint.</p> <p>Please use the following website to carry out the coding:</p> <p>Go to an internet browser(Chrome or Edge) Go to repl.it/languages/python3</p> |

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| | <p>You must take a screenshot of the code and paste it onto the slide to show evidence of completing the tasks. Once each lesson is completed, please email the PowerPoint to your teacher.</p> <p>Mr Sawyer - rsa@goffs.herts.sch.uk Mrs Nessa - hne@goffs.herts.sch.uk Ms Nicola - ani@goffs.herts.sch.uk</p> <p>Please register to Cyber School using the link below: https://cyber-school.joincyberdiscovery.com/ This will allow students to take part in cyber security challenges. Please email your teacher any work that you complete.</p> |
| <p>Literacy</p> | <p><u>Independent Reading</u></p> <p>LRC teachers will set independent reading tasks for classes on doddle: Students should be reading for at least 1 hour per week (independently)</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>Students complete week 6 on ‘Responsive Reading Booklet’ [on doddle] Students to read extract from ‘The Curious Incident of the Dog in the Night-time’ 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.dictionary.com/ https://www.goffs.herts.sch.uk/339/reading-activities</p> <p>NB: check out the newsletter being sent this week for special mentions for exceptional work and our recommended reads for parents during lockdown!</p> |
| <p>Maths</p> | <p>Most of the work to be set on www.hegartymaths.com.</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> |

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| | <p>If pupils struggle with a question they can leave a note for their teacher to see who can then respond to the question. The topics on the scheme of work to be covered as below, however class teachers may set some other work on Doodle also, please ask pupils to prioritise the work set on Doodle.</p> <p>If you have issues with accessing HegartyMaths then please go on www.corbettmaths.com 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 Doodle labelled 'Optional Extra Maths Work' with the relevant links to help you.</p> <p>This week each class will have a different topic depending on what their teacher thinks they need to work on most, please check Doodle and read the instructions carefully.</p> |
| Music | <ol style="list-style-type: none"> 1. Pop Music - Students should access the Mini Quiz 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. 2. Music Theory Quiz - Students should access the Mini Quiz 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. |
| PE | <p>The Body Coach workout videos will be posted on Doodle for students to access (example - https://www.youtube.com/watch?v=0xE3CpbbVeA&t=828s) https://www.youtube.com/watch?v=XIeCMhNWFQQ</p> <p>30 Day Ab challenge: App Beat the teacher 5K run challenge Assassins Workout Iron man workout</p> |
| Product Design | <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> |
| RS/Sociology | <p>Over the next two weeks you will be completing a small project from a great resource called the A-Z of Religion and Belief.</p> <p>You will be focusing on the first four letters and themes:</p> <ul style="list-style-type: none"> Ø Atheism Ø Burka Ø Creation stories Ø Darwin |

After watching each video, you will complete a short set of tasks based on what you have learnt. Each letter or theme should take approximately half an hour to forty five minutes.

You can do this in several ways:

- Ø Using a separate piece of paper to complete the tasks on
- Ø Downloading and editing this word document
- Ø Creating a separate word document to complete the tasks on
- Ø Printing this booklet out and completing it

If you have any questions about the tasks please email Ms Drymoni with your questions using this email address: sdr@goffs.herts.sch.uk

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/zh3rkqt>

BBC Bitesize GCSE - <https://www.bbc.co.uk/bitesize/subjects/zb48q6f> - Need to select correct exam board

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/> - Many 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

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

Science

B6: Respiration & exercise

C6: Metals and their reactivity

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| | <p>P6: Keep on moving (forces, speed, distance time graphs, drag)</p> <p>Students will be expected to complete the work assigned by their teacher via Doodle.</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 doodle. In addition to these, the following web sites can be used to support students studying at home.</p> <p>Useful on-line resources: https://www.bbc.co.uk/bitesize/subjects/zng4d2p https://www.senecalearning.com/</p> |
| Spanish | <p>Topic: Operacion verano:¿Dónde está? - Part 1</p> <p>Tasks: 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>Independent work Vocabulary: https://quizlet.com/gb/506319662/viva-2-module-5-unit-3-flash-cards/</p> <p>Grammar: https://quizlet.com/375127165/directions-imperative-flash-cards/</p> |
| Textiles | <p><i>Students would be starting a new term using the creative and practical skills learnt in class to create their very own product. Practical skills learnt might include; tie dye, hand sewing, applique and many more.</i></p> <p>Last week: My challenge to you was to create 4 different designs based on a variety of design criteria which some of you have emailed to me.</p> <p>This week: I would like you to get some feedback from people in your household about the designs:</p> <ol style="list-style-type: none"> 1. What do they like? 2. How could you improve your design? |

Once you have been given some feedback I would like you to choose your favourite.

Based on the feedback you have been given for your favourite design, I would like you to re-design it incorporating the changes suggested. Please label your design and explain how it meets the criteria given;

- It must use a minimum of 5 different skills (*i.e. seams, beading, embroidery etc*)
- It must use at least 2 different fabrics (*please remember that cotton is a fibre not a fabric and that it can include recycled materials*)
- It could be based on a theme (*consider your favourite hobby or colour?*)
- It must be able to be made within 4- 6 lessons
- Ideally no bigger than A3 paper

Good luck!

Log In Instructions for Hegarty Maths



Go to old HegartyMaths Existing users Contact us

Teacher log in Student log in

maths. Sorted.

Start FREE teacher trial

Go to 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

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.

Skills

Collecting like terms 1

Watched 6.00x

New lesson HegartyMaths avg 79%

Collecting like terms 2

Watched 6.00x

New lesson HegartyMaths avg 79%

Simplifying expressions involving multiplication

Watched 6.00x

New lesson HegartyMaths avg 92%

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

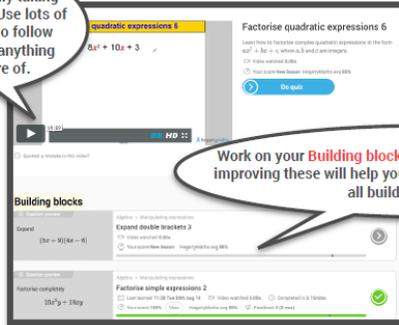
Please choose a teacher...

Other teachers

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

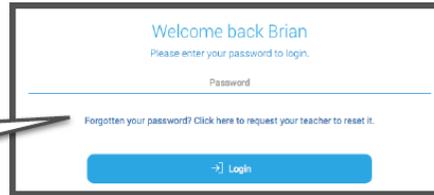
Example 9
Shaded rectangle with width 6m and height 11m
Perimeter = (2 x 6) + (2 x 11) = 34m

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.



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.

