

Subject	Guidance for Accessing Remote Learning
ACE	<p>Use this time to explore a topic beyond the school curriculum by completing a free MOOC (Massive Online Open Course) from Future Learn. <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>• Is Social Media damaging society?</li> <li>• What two books should every teenager read? Explain the reasoning behind your choices</li> </ul> <p>Alternatively, students may devise their own question and submit it to Mr Ashdown for approval (<a href="mailto:RAs@goffs.herts.sch.uk">RAs@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). <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> <p><b><u>Marking</u></b></p> <p>Your answers will be graded according to the list below:</p>

	<p><b>Distinction * - You will be rewarded an R5</b></p> <ul style="list-style-type: none"> <li>• Outstanding knowledge and understanding</li> <li>• Outstanding research</li> <li>• Outstanding analysis/evaluation and/or discussion/explanation/development</li> <li>• Outstanding, balanced arguments</li> <li>• Outstanding structure throughout</li> <li>• Accurate use of SPAG</li> </ul> <p><b>Distinction - You will be rewarded an R4</b></p> <ul style="list-style-type: none"> <li>• Very good knowledge and understanding</li> <li>• Very good research</li> <li>• Very good analysis/evaluation and/or discussion/explanation/development</li> <li>• Very good, balanced arguments</li> <li>• Very good structure throughout</li> <li>• Accurate use of SPAG</li> </ul> <p><b>Merit - You will be rewarded an R3</b></p> <ul style="list-style-type: none"> <li>• Good knowledge and understanding</li> <li>• Good research</li> <li>• Good analysis/evaluation and/or discussion/explanation/development</li> <li>• Good, balanced arguments</li> <li>• Good structure throughout</li> <li>• Some accurate use of SPAG</li> </ul> <p><b>Pass - You will be rewarded an R2</b></p> <ul style="list-style-type: none"> <li>• Satisfactory knowledge and understanding</li> <li>• Satisfactory research</li> <li>• Satisfactory analysis/evaluation and/or discussion/explanation/development</li> <li>• Satisfactory, balanced arguments</li> <li>• Satisfactory structure throughout</li> <li>• Satisfactory use of SPAG</li> </ul>
<b>Art</b>	<p><b>CBW: Continue to work through work – deadlines posted on Doodle</b>  Students are going to continue looking at three different artists and follow the different tasks.  <b>ARTIST 1:- JOHN AUDUBON (drawing/colour)</b></p>

	<p><b>ARTIST 2:-</b> CLOVER ROBIN (collage/ mixed media)  <b>ARTIST 3:-</b> ANGELA HARDING (printmaking)</p> <p>All artist studies, research info/facts, art study based on artist work, transcriptions, use SEMI analysis to discuss their chosen pieces in more detail.</p> <p>Students could then choose an Artists style and use the bird photos attached to create a more <b>in depth</b> version of one of the <b>artists style</b>.</p> <p><b>Please photograph your work that you have done weekly and if possible create a PowerPoint, email weekly. Final deadline for work is 20/5/20</b></p> <p><b>Ms Brew:-</b> <a href="mailto:cbw@goffs.herts.sch.uk">cbw@goffs.herts.sch.uk</a></p>
<b>Business</b>	<p>Year 9's and 10's are going to read an article on Amazon and Alexa. They need to answer the accompanying questions on the worksheet. This has been placed on Doodle.</p>
<b>Careers</b>	<p><b>Designing and marketing your own product in a job area of your interest</b></p> <ul style="list-style-type: none"> <li>• Following on from your Young Enterprise Day, consider the career you wish to go into</li> <li>• From this career area, design your own product that you wish to sell</li> <li>• Understand what goes behind product production, including slogans, logos, target audience and so on</li> </ul> <p><b>Resources on Doodle:</b>  PowerPoint presentation  Accompanying sheets  YouTube video on building your own product: <a href="https://www.youtube.com/watch?v=DgP-Q564-5A">https://www.youtube.com/watch?v=DgP-Q564-5A</a>  KUDOS website information for parents: <a href="https://www.cascaid.co.uk/wp-content/uploads/2019/09/Parents-Guide-eBook-V3.pdf">https://www.cascaid.co.uk/wp-content/uploads/2019/09/Parents-Guide-eBook-V3.pdf</a></p>
<b>Childcare</b>	<p>Last week students moved on to explore the help children receive in early years settings.</p> <p>Using the mini case studies, students need to evaluate the key person approach, linking his or her overall development.</p> <p>Set your page out into 4 paragraphs:</p> <ol style="list-style-type: none"> <li>1) Concerns the key worker may have in regards to the child's development.</li> <li>2) Support they may provide</li> <li>3) Advantages of the key worker</li> <li>4) Disadvantages of the key worker</li> </ol>
<b>Drama</b>	<p>Students will be looking at the technical elements of 'staging' a production. This week they look at lighting and why this is such an important element in the theatre and how it can be used effectively on stage.</p> <p>There will be links the students need to follow and then answers to complete.</p>

<b>Economics</b>	All Economics students will be writing a report on the effects of COVID-19/ the Corona virus on the main economic groups. The instructions and structure will be placed on Doodle. In addition to this, extension tasks have been placed on Doodle.
<b>English</b>	<p><b>Assessment week: students will be set an assessment based on their remote learning this half term.</b></p> <p>Comprehension/Language work based on extracts from texts.  Students will be introduced to some other writers eg. Charles Dickens, Mary Shelley, Edgar Allen Poe. Gothic and Dystopian writing. Booklets will include research and reading tasks, followed by writing tasks.  Comprehension/Language work based on extracts from texts.  We will be consolidating what we have studied this year with Literature and Language Paper 1 activities.</p> <p>Low stakes quizzes will be set on topics this week</p> <p><b>Non Literature</b>  Students should be reading for at least 30 minutes a day and adding new Tier 2 vocabulary into their exercise books. Additionally, as Year 9 students are learning about how write successfully for different non-fiction forms we advise that they are interacting with a range of articles: in print and on line.</p> <p><b>Tasks on Doodle may include:</b>  -Letters  -Emails  -Blogs  -Leaflets  -Posters  -Reviews  -Articles</p>
<b>Enterprise BTEC</b>	Year 9's are currently working on Component 1. The task sheet for this has been placed on Doodle. Students have been working on this in lessons. Students are still working on Component 1.
<b>Food</b>	Continue revision booklet questions 7 seasonal foods and question 8 organic foods.
<b>French</b>	<p><b>Topic: Life at school – Part 2</b></p> <p><b>Tasks:</b></p> <ol style="list-style-type: none"> <li>1. Go through the revision presentation on school life and then complete the listening and the reading quizzes. Complete the worksheet 'l'education'.</li> <li>2. Complete the assigned tasks on www.languagenut.com. Students have been given individual log-in details for Languagenut</li> </ol> <p><b>Independent work:</b>  School rules :  <a href="https://quizlet.com/478393343/french-school-rules-gcse-flash-cards/#">https://quizlet.com/478393343/french-school-rules-gcse-flash-cards/#</a></p>

	<p>School vocabulary :  <a href="https://www.bbc.co.uk/bitesize/guides/z7y4mfr/revision/1">https://www.bbc.co.uk/bitesize/guides/z7y4mfr/revision/1</a></p>
<b>Geography</b>	<p>All work will be set on Doodle.  Topic: <b>The Challenge of Natural Hazards (Recap of information from the start of year 9)</b>  Pupils need to complete the booklet which is uploaded to Doodle. This is all of the content for a topic which was learnt at the start of year 9.  Pupils should have a good knowledge of this content already. Any new content will be continued once we return to school.  <b>If your child has a CGP revision guide they can use this to guide them on the information they need.</b>  <b>They can also use this website:</b> <a href="https://www.bbc.co.uk/bitesize/topics/zcdrbk7">https://www.bbc.co.uk/bitesize/topics/zcdrbk7</a>  <a href="http://www.coolgeography.co.uk/gcsen/challenge_natural_hazards.php">http://www.coolgeography.co.uk/gcsen/challenge_natural_hazards.php</a>  Please email <a href="mailto:jfl@goffhs.herts.sch.uk">jfl@goffhs.herts.sch.uk</a> with any queries regarding this work.</p>
<b>Health and Social Care</b>	<p>Students are starting to look out Learning Aim C for Unit 3 this week.  A prepared document will be uploaded to Doodle. Students will be looking how to support individuals who require Health and Wellbeing improvement plans. What targets can be set and why.  Could I also ask that any work completed by students is emailed to me to ensure they are accurately understanding the work that is set.</p>
<b>History</b>	<p><b><u>Medicine Through Time (Edexcel, Paper 1)</u></b>  Revisit Paper 1 ( Medicine Through time)- Revising Medieval Medicine  <b><u>Lesson 3</u></b>- Role of the Church  <b><u>Lesson 2</u></b>- Black Death  For all lessons, students to work through the PowerPoints on Doodle. Guidance on <b>how to revise</b> will also be set on Doodle.  Helpful website links:  <a href="https://www.youtube.com/watch?v=o7Bf_gkmtqo">https://www.youtube.com/watch?v=o7Bf_gkmtqo</a>  <a href="https://www.youtube.com/watch?v=nVJV8iEAm88">https://www.youtube.com/watch?v=nVJV8iEAm88</a></p>
<b>ICT/Computing</b>	<p><b>Computing:</b>  <b>Practical Problems and Programming Project document</b> - Go through the stages of Design - Test Plan Design - Program - Testing - Evaluation for Task 4 – Battle Of The Bands.  <b>SoloLearn App</b> - Either use the website (Sololearn.com) or app and go through the next two modules (More Types &amp; Functional Programming) on the python 3 course.  <b>Online Resources links to use</b>  Online Editor: <a href="http://repl.it/languages/python3">repl.it/languages/python3</a>  Flowchart Creator: <a href="http://draw.io">draw.io</a></p> <p><b>ICT:</b>  Exercise and well-being project. This will be on doodle with lesson by lesson work and home learning. Essentially students will need Excel software to do this project, however there will be worksheets attached that they can complete. They should complete 1 lesson every fortnight according to their timetabled lesson. This week and next week they should be working on Lesson 4.  Please register to Cyber School using the link below:  <a href="https://cyber-school.joincyberdiscovery.com/">https://cyber-school.joincyberdiscovery.com/</a></p>

	This will allow students to take part in cyber security challenges.
<b>Italian</b>	<p><b>Current topics:</b></p> <ul style="list-style-type: none"> <li>• Consolidation of the perfect tense with the auxiliary verb <i>avere</i> and regular verbs</li> </ul> <p><b>Tasks to complete:</b></p> <ul style="list-style-type: none"> <li>• Complete tasks to consolidate the perfect tense with the auxiliary verb <i>avere</i> and regular verbs (document and audio file on Doodle)</li> <li>• Continue practising key vocabulary to talk about past events on <a href="http://www.studystack.com">www.studystack.com</a> (link on Doodle)</li> <li>• Practise your listening skills and grammar skills on <a href="http://www.thisislanguange.com">www.thisislanguange.com</a> (tasks assigned 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> </ul>
<b>Literacy</b>	<p><b>Responsive Reading</b></p> <p><i>*students should be reading for 2 hours every week in order to continue improving their literacy levels and not fall behind. Links below can be found to the Goffs Academy reading lists and websites to help complete the responsive reading activities. Students have been emailed booklets to their student email address (ideally needs to be opened on laptop or computer as the file is quite large. Can be completely digitally to save printing if easier.</i></p> <p><b>Students complete week 6 on ‘Responsive Reading Booklet’ [on doodle]</b></p> <p>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>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>Helpful website links:</p> <p><a href="https://www.goodreads.com/shelf/show/ks3">https://www.goodreads.com/shelf/show/ks3</a></p> <p><a href="https://www.goodreads.com/shelf/show/gcse-reading-list">https://www.goodreads.com/shelf/show/gcse-reading-list</a></p> <p><a href="https://www.dictionary.com/">https://www.dictionary.com/</a></p> <p><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>Most of the 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 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 <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 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>

<b>Media BTEC</b>	<p><b>Topic: Film Marketing</b></p> <p><b>Work:</b> Using all of the ideas and concepts you have established so far through your weekly workbooks create a detailed sketch of your film poster.</p> <p><b>Links:</b></p> <p><b>Documents: Film Marketing Workbook Pt 5</b></p>
<b>Media Studies</b>	<p><b>Topic: Film Marketing</b></p> <p><b>Work:</b> Using all of the ideas and concepts you have established so far through your weekly workbooks create a detailed sketch of your film poster.</p> <p><b>Links:</b></p> <p><b>Documents: Film Marketing Workbook Pt 5</b></p>
<b>Music</b>	<p>On Doodle, students should engage with the presentation about THE CONCERTO and then take the quiz. They should submit their answers via Doodle.</p> <p>Students should spend time selecting pieces and rehearsing for their next SOLO and ENSEMBLE performance assessments.</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=ml6cT4AZdql">https://www.youtube.com/watch?v=ml6cT4AZdql</a>)  <a href="https://www.youtube.com/watch?v=1skBf6h2ksl">https://www.youtube.com/watch?v=1skBf6h2ksl</a></p> <p>30 Day Ab challenge: App  Beat the teacher 5K run challenge  Assassins Workout  Iron man workout</p>
<b>PE - BTEC Dance</b>	<p><b>Theory:</b> Complete course work A booklet and send into Miss Fleet. Once sent back, please correct your work. Start on booklet B which will be on doodle including some guidance PowerPoints.</p> <p><b>Practical:</b> Practice Hairspray, Royal Family and Rosas Dances.</p> <p>Rosas - <a href="https://www.youtube.com/watch?v=oQCTbCcSxis">https://www.youtube.com/watch?v=oQCTbCcSxis</a>  Royal Family - <a href="https://www.youtube.com/watch?v=-mKzJIW9w2c">https://www.youtube.com/watch?v=-mKzJIW9w2c</a>  Hairspray – Mix on Doodle.</p>
<b>PE - BTEC Sport</b>	<p>Students are to send all of their learning aim B work into the classroom teacher. This includes pass, merit and distinction sections. Now students must start learning aim C booklet. This work focuses on the technology in sport. A teacher guidance PowerPoint has been put onto doodle as well as the assignment.</p>
<b>PE - GCSE</b>	<p><u>Drugs in Sport:</u></p> <ul style="list-style-type: none"> <li>• know and understand the reasons why sports performers use drugs</li> <li>• know the types of drugs and their effect on performance:</li> <li>• anabolic steroids</li> <li>• beta blockers</li> <li>• stimulants</li> <li>• give practical examples of the use of these drugs in sport.</li> <li>• know and understand the impact of drug use in sport:</li> </ul>

	<ul style="list-style-type: none"> <li>○ on performers</li> <li>○ on sport itself</li> </ul> <p><u>Violence in Sport:</u></p> <ul style="list-style-type: none"> <li>● know and understand the reasons for player violence</li> <li>● give practical examples of violence in sport</li> </ul>
<b>PE - M8 Dance</b>	<p>Well done for all your work so far and your dedication to completing your dances and videos.</p> <p>For the next week, I'd like you to think of two completely opposite emotions. For example Love and Heartbreak. Pick a song that you could portray both emotions in the same dance. Your dance must be at least a minute and a half long. Pick a song and style you believe captures both emotions simultaneously.</p>
<b>PE - M8 Sports Leaders</b>	<p>Sports leaders have their learner evidence records (booklets). If they do not blank copies of the tasks have been attached on doddle.</p> <p>Please complete task 4.1 in your booklet. Use the attached guidance on doddle to help you. Read the instructions on the page first before you complete the task. Make sure the opportunities for leadership are specific to you. The explanation of leadership skills needs to be detailed not one sentence.</p> <p>Once you have completed this task you can start page 26. Consider the achievements you have made so far. Please use the guidance on doddle.</p>
<b>Photography</b>	<p><b>TBR: Watch Alan's and Anubhav's videos.</b></p> <p>Students should be continuing with working through the work below:</p> <p>Choose 5 techniques and create 5 photoshoots. Evidence them using the stages below. You should aim to do this over 3 weeks – 6 lessons worth in total – photoshoot preparation, taking photos and evidencing your work.</p> <p><b>Evidence:</b></p> <ol style="list-style-type: none"> <li>1: Title – 'Mobile Phone Photography'</li> <li>2: Link to videos and images of the Photographers' work from Instagram/You Tube. Who are they? What do they do?</li> <li>3: Your photographs – you should take a few (not just one) – aim for at least 10 per shoot. Play around with the lighting, camera angles etc. <u>Make sure you label what technique you have used with each photoshoot.</u></li> <li>4: Best and Worst identified (green/red borders or dots)</li> <li>5: Explain which techniques you used – how did you do it? (Equipment/household items needed)</li> <li>6: Evaluate your best photo for each shoot – what went well, what could be improved?</li> </ol> <p><b>All work including 30 day Photo challenge to be uploaded to Google Classroom by 20/5/20</b></p>
<b>Product Design</b>	<p>Having completed 3D sketches you will now practice 2D working drawings which include orthographic and perspective drawings – guide on PPT.</p>



<p><b>Psychology</b></p>	<p><b>Perception –</b>  <b>Topic: Factors Affecting Perception - Culture</b></p> <p>Using the PowerPoint and online textbook students are to look at the factors that affect perception, starting with culture. They should use the information provided to make notes on:</p> <ul style="list-style-type: none"> <li>- The definition of 'perceptual set' (this is a key term for this section)</li> <li>- Define 'culture'</li> <li>- Look at a study by Hudson (not a key study) to see how culture affects our perception, and give two brief evaluation points.</li> <li>- Answer an exam style question.</li> </ul> <p><b>Make Something May (Optional Activity)</b>  <i>This is an activity for students to do if they want to spend a bit of time away from the computer and have a bit of fun with illusions.</i>  Dragon illusion - download the attached pdf, cut out the dragon and follow the instructions on the sheet. Watch the dragon's eyes follow you around the room.</p> <p>Useful website for additional information –  <a href="https://learndojo.org/gcse/aqa-psychology/perception/">https://learndojo.org/gcse/aqa-psychology/perception/</a></p> <p>Students can also sign into the online textbook at:  <a href="https://illuminate.digital/aqapsychgcse/">https://illuminate.digital/aqapsychgcse/</a>  Username: SGOFFS6  Password: STUDENT6  The textbook (page 50-51) will provide the information needed to complete the above tasks.</p>
<p><b>RS/Sociology</b></p>	<p>Students will be set a list of questions as well as PowerPoints to support. Please may all completed work be submitted to Mr Bora.</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><u>Research/Reading:</u></b>  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  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  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  Guardian online - Religion - <a href="https://www.theguardian.com/world/religion">https://www.theguardian.com/world/religion</a> - news/current religious issues  BBC Bitesize KS3 - <a href="https://www.bbc.co.uk/bitesize/subjects/zh3rkqt">https://www.bbc.co.uk/bitesize/subjects/zh3rkqt</a>  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><u>Videos:</u>  BBC GCSE RS videos - <a href="https://drive.google.com/open?id=1rccZolahqH4eFcPM6Nn1KxQ5fIzgwD5wgsyrg6oxN0s">https://drive.google.com/open?id=1rccZolahqH4eFcPM6Nn1KxQ5fIzgwD5wgsyrg6oxN0s</a> - Relatively new films from young people from main religions  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  Truetube - <a href="https://www.truetube.co.uk/">https://www.truetube.co.uk/</a> - Loads of great videos  REquest - Christianity - <a href="https://request.org.uk/">https://request.org.uk/</a> - Videos and research info  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  The Bible project - <a href="https://www.youtube.com/user/jointhebibleproject/playlists">https://www.youtube.com/user/jointhebibleproject/playlists</a> - Christianity based concepts  <u>Revision/Quizzing:</u>  Seneca - <a href="https://www.senecalearning.com/">https://www.senecalearning.com/</a> - Board specific GCSE content  Quizlet - <a href="https://quizlet.com/en-gb">https://quizlet.com/en-gb</a> - You will need to find relevant/reliable pre-made quizzes  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>Finishing off:</u></b>  B5 Communicable diseases  C13 The Earth's atmosphere  P5 Electricity in the home  <b><u>Moving onto:</u></b>  B6 Preventing and curing disease  C14 The Earth's resources  P9 Motion  Students will be expected to complete the work assigned by their teacher via doddle.  Teachers will set work that indicates when the student would have had that lesson, so they can allocate time appropriately e.g. Mon P1.  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:  <u>Useful websites:</u>  <a href="https://www.tassomai.com/">https://www.tassomai.com/</a>  <a href="https://www.kerboodle.com/users/login">https://www.kerboodle.com/users/login</a>  <a href="https://www.youtube.com/channel/UCqbOeHaAUXw9II7sBVG3_bw/playlists">https://www.youtube.com/channel/UCqbOeHaAUXw9II7sBVG3_bw/playlists</a>  <a href="https://www.senecalearning.com/">https://www.senecalearning.com/</a>  <a href="https://www.physicsandmathstutor.com/">https://www.physicsandmathstutor.com/</a>  <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: My Studies-</b> School rules and uniform  <b>Tasks:</b></p>

	<p>1. Go through the assigned presentation on Doodle and completed the quiz and worksheet.</p> <p>2. Complete the tasks assigned on <a href="http://www.languagenut.com">www.languagenut.com</a> Students have been given individual log-in details for Languagenut. The Vocabulary booklet is attached on Doodle to help you p22-23</p> <p><b>Independent work:</b>  <a href="https://quizlet.com/gb/321136986/101f-las-reglas-y-el-uniforme-flash-cards/">https://quizlet.com/gb/321136986/101f-las-reglas-y-el-uniforme-flash-cards/</a>  <a href="http://www.linguascope.co.uk">www.linguascope.co.uk</a> (username: goffs password: 20twenty) Click on Intermediate- En el instituto.</p>
<p><b>Textiles</b></p>	<p><i>Students would be continuing to create their chosen corset or shirt and completing accompanying folder work. If you have access to a sewing machine and you have your work you are more than welcome to continue making- please do so with supervision from a guardian! If you have outstanding folder work to complete please take the time to catch up on this.</i></p> <p>The exam you will sit at the end of year 11 is worth 50% of the course so I would like you to work towards this over the coming weeks. The following book is recommended by the exam board and covers all of the content required for your exam. Please be aware that the first part of your paper (worth 40%) covers all material areas and the second part (worth 60%) covers Fashion and Textiles.  <a href="https://www.amazon.co.uk/dp/1292184582/ref=cm_sw_r_em_api_i_c_1agHEb584K7S8">https://www.amazon.co.uk/dp/1292184582/ref=cm_sw_r_em_api_i_c_1agHEb584K7S8</a>  Edexcel GCSE (9-1) Design and Technology Student Book (Edexcel GCSE Design and Technology (9-1)) Paperback – 9 Aug 2017  1292184582</p> <p><i>I would like you to research and present the following topic (you can choose the method but please be mindful we will need to access the work in class. Examples could include; flashcards, sketchbooks etc)</i></p> <p><b>What are polymers?</b> Explain the difference between thermoset and thermoformed polymers.  Research the following polymers; acrylic, high impact polystyrene (HIPS), biodegradable polymer (Biopol), polyester resin, urea formaldehyde. When collecting your research you might want to collect images of typical products made from the polymer, some properties (i.e. durable), advantages and disadvantages.  When you return to class you will be given a small sample of each of the polymers.</p>

# 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](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



No Has your teacher set you work? Yes

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

You can Search for a task or Choose lesson.

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

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

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

You have no pending tasks

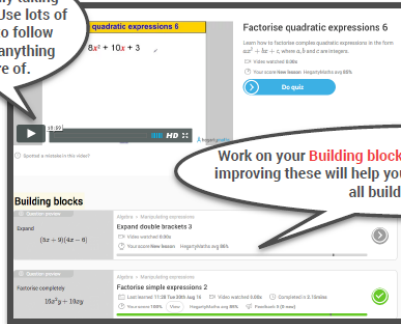
Request more tasks from your teacher

Please choose a teacher...  
Other teachers  
Please write

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

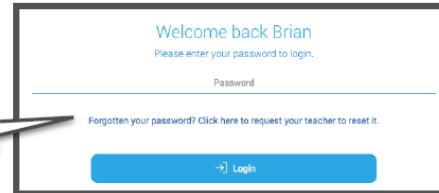
**Example 9**  
Shaded rectangle with width 6m and height 11m  
Perimeter = (2 x 6) + (2 x 11) = 34m

**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?

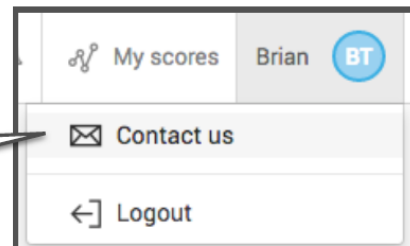
**In short, yes!** The video and the quiz are designed together so that you can be successful. The video will show you how to tackle the majority of the problems assessed in the quiz.

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