

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>

**Distinction \*** - You will be rewarded an R5

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

**Distinction** - You will be rewarded an R4

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

**Merit** - You will be rewarded an R3

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

**Pass** - You will be rewarded an R2

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

Additional competitions to participate in

Why not challenge yourself with these online competitions to enter.

	<p><b>Film</b> Can you review a specific film or a film of your choice: <a href="https://www.intofilm.org/competitions">https://www.intofilm.org/competitions</a></p> <p><b>History and English Language</b> Can you write a creative story but factually correct piece from History. <a href="https://www.walterscottprize.co.uk/young-walter-scott-prize/">https://www.walterscottprize.co.uk/young-walter-scott-prize/</a></p> <p><b>English Language (Entries up to 13 years of age)</b> Can you write a magical story involving a taxi!?!? <a href="https://www.caabpublishing.co.uk/submit-competitions">https://www.caabpublishing.co.uk/submit-competitions</a></p> <p><b>Critical Thinking</b> Compete in a World Competition with the winners presented their award and hard copy of their short story in Paris! <a href="https://en.unesco.org/news/unesco-and-idries-shah-foundation-launch-world-tales-short-story-competition">https://en.unesco.org/news/unesco-and-idries-shah-foundation-launch-world-tales-short-story-competition</a></p>
<b>Art</b>	<p>Teacher responsible: CBW Students will create a mini portfolio based on a 'STILL LIFE'. This will count towards their GCSE coursework. This week students will be working from their STILL LIFE setup or from the photos they have taken to work from. (voiced over PowerPoint) Students will continue to work on their sustained piece of work, they will be developing their skills from previous lessons, and drawing on a larger scale (A4/A3 paper if they have it). Student will be using a variety of FORMAL ELEMENTS in their work (line, tone, texture, pattern) The students will then conclude the lesson by annotating their work using VISUAL language, WWW, EBI. Students will then be set a variety of different outcomes they will have to produce for their MINI PORTFOLIO. Students will also have to research and connect with a few artists as the weeks progress. They will need: The still Life if still set up/or the photos they have taken on their phone, pencil, and paper (A4 paper, rubber and sharpener) <b>Students will need to provide evidence each week to Mrs Brew: <a href="mailto:cbw@goffs.herts.sch.uk">cbw@goffs.herts.sch.uk</a></b></p>
<b>Business</b>	<p>Year 9's will be working on cash flow forecasting. They need to watch a video and complete the tasks on the worksheets that will be uploaded onto Doodle.</p>
<b>Careers</b>	<p>We work closely with YC Hertfordshire to ensure that students have access to a range of different employers during their time in school.</p> <p>Hannah and Alex are YC Hertfordshire Personal Advisers and hold Level 6 qualifications in Advice and Guidance.</p> <p>As we continue with remote learning, YC are able to support your child by discussing their future prospects with them remotely. Further details can be found on our career section of the website, including videos made by Hannah and Alex: <a href="https://www.goffs.herts.sch.uk/1301/careers">https://www.goffs.herts.sch.uk/1301/careers</a> There is also a sheet on this section of the website that includes key career information, produced by YC.</p>

	<p>The contact details are:  Alex Bateson (<a href="mailto:Alex.Bateson@hertfordshire.gov.uk">Alex.Bateson@hertfordshire.gov.uk</a>)  Hannah Tuson (<a href="mailto:Hannah.Tuson@hertfordshire.gov.uk">Hannah.Tuson@hertfordshire.gov.uk</a>)</p> <p>A reminder that your child must use their school email address when contacting either Alex or Hannah.</p>
<b>Childcare</b>	<p>This week, students will be looking at how a key worker supports individuals through games. Create a game that would support with improving a child's confidence. What type of game is it? How will the game work? How many players? What's the outcome?</p>
<b>Drama</b>	<p>Pupils will be looking performance skills this week. They will be exploring rehearsal techniques in order to build upon the monologue rehearsed last week.</p>
<b>Economics</b>	<p>Year 9 students will be issued tasks on Specialisation, division of labour and exchange. This will be placed on Doodle.</p>
<b>English</b>	<p>This term will be split into 2 halves with students practising language skills with 'To Kill a Mocking Bird ' extracts, then they will move onto the play, Blood Brothers and create a project.</p> <p><b>Language Paper 1 focus Reading and Writing</b>  Coming soon, next week, extracts from To Kill a Mocking Bird...  Students will continue to explore different extracts and practise answering questions in GCSE format: Qu 1-4 Reading/ Qu 5- Writing. Each question requires different skills, so plenty of repetition of activities needed here.</p> <p><b>Blood Brothers- 3 week Flipped Learning project. This is made and ready for you, for next week (29th June)</b>  Watch play on YouTube, create character profiles, plot synopsis, context and theme resources. A workbook will be put on Doodle in June.  Film: <a href="https://www.youtube.com/watch?v=eP1j1B1TtNU">https://www.youtube.com/watch?v=eP1j1B1TtNU</a>  Plot: <a href="https://www.youtube.com/watch?v=Pz8tURNx7d8">https://www.youtube.com/watch?v=Pz8tURNx7d8</a>  <a href="https://www.youtube.com/watch?v=wZsd_wvoF0">https://www.youtube.com/watch?v=wZsd_wvoF0</a>  Character: <a href="https://www.youtube.com/watch?v=ZqQh1d1J-98">https://www.youtube.com/watch?v=ZqQh1d1J-98</a>  Theme: <a href="https://www.youtube.com/watch?v=UgR3ATt1NUU">https://www.youtube.com/watch?v=UgR3ATt1NUU</a>  Context: <a href="https://www.youtube.com/watch?v=ZR-d5DWup2U">https://www.youtube.com/watch?v=ZR-d5DWup2U</a>  Extension- listen to some of the playlist and make key character quotations.  <a href="https://www.youtube.com/watch?v=raaHjlcefbcb&amp;list=PL8f_ACV3dM09w7_EUCCcSu7A3SMZi7N7I">https://www.youtube.com/watch?v=raaHjlcefbcb&amp;list=PL8f_ACV3dM09w7_EUCCcSu7A3SMZi7N7I</a>  <a href="https://www.youtube.com/watch?v=pPBf3YsitwU">https://www.youtube.com/watch?v=pPBf3YsitwU</a>  <a href="https://www.youtube.com/watch?v=9T8RR08nkOY">https://www.youtube.com/watch?v=9T8RR08nkOY</a>  <a href="https://www.youtube.com/watch?v=9pdVMKo8SDo">https://www.youtube.com/watch?v=9pdVMKo8SDo</a>  Students should also be reading for at least <b>30 minutes</b> each day and adding at least two new Tier 2 vocabulary into their Victorious Vocabulary booklets.</p>
<b>Enterprise BTEC</b>	<p>Year 9's have been set a project called the Cereal Challenge. The instructions for this has been placed on Doodle.</p>

<b>Food</b>	Students to complete healthy eating for teenagers project 01.06.20 till 29.06.20
<b>French</b>	<p><b>Topic: La vie scolaire –School life</b></p> <p><b>Tasks :</b> Work through the virtual PowerPoint lesson completing the exercises. Send the writing task to your teacher for marking. Then, log on to <a href="http://www.languagenut.com">www.languagenut.com</a> and complete the assigned exercises on sentence structuring and comparisons. Students have individual log-in details for languagenut.</p> <p>The Vocabulary booklet is attached on Doodle to help you.</p> <p><b>Independent work:</b></p> <p><a href="https://quizlet.com/gb/207295646/gcse-french-school-uniform-flash-cards/">https://quizlet.com/gb/207295646/gcse-french-school-uniform-flash-cards/</a></p> <p><a href="https://quizlet.com/151882985/aqa-french-school-rules-flash-cards/">https://quizlet.com/151882985/aqa-french-school-rules-flash-cards/</a></p>
<b>Geography</b>	<p>All work will be set on Doodle.</p> <p>Topic: <b>Urban Issues and Challenges (Recap of information from the start of year 9)</b></p> <p>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.</p> <p><b>If your child has a CGP revision guide they can use this to guide them on the information they need.</b></p> <p><b>They can also use this website:</b></p> <p><b>General:</b></p> <p><a href="http://www.coolgeography.co.uk/gcsen/Global_Patterns_Urban_Change.php">http://www.coolgeography.co.uk/gcsen/Global_Patterns_Urban_Change.php</a></p> <p><a href="http://www.coolgeography.co.uk/gcsen/Factors_Affecting_Urbanisation.php">http://www.coolgeography.co.uk/gcsen/Factors_Affecting_Urbanisation.php</a></p> <p><b>Lagos:</b></p> <p><a href="http://www.coolgeography.co.uk/gcsen/Location_Importance_Lagos.php">http://www.coolgeography.co.uk/gcsen/Location_Importance_Lagos.php</a></p> <p><a href="http://www.coolgeography.co.uk/gcsen/Lagos_Causes_Growth.php">http://www.coolgeography.co.uk/gcsen/Lagos_Causes_Growth.php</a></p> <p><a href="http://www.coolgeography.co.uk/gcsen/Lagos_Opportunities.php">http://www.coolgeography.co.uk/gcsen/Lagos_Opportunities.php</a></p> <p><a href="http://www.coolgeography.co.uk/gcsen/Lagos_Challenges.php">http://www.coolgeography.co.uk/gcsen/Lagos_Challenges.php</a></p> <p><a href="http://www.coolgeography.co.uk/gcsen/Lagos_Urban_Planning.php">http://www.coolgeography.co.uk/gcsen/Lagos_Urban_Planning.php</a></p> <p><b>London:</b></p> <p><a href="http://www.coolgeography.co.uk/gcsen/London_Location_Importance.php">http://www.coolgeography.co.uk/gcsen/London_Location_Importance.php</a></p> <p><a href="http://www.coolgeography.co.uk/gcsen/London_Growth.php">http://www.coolgeography.co.uk/gcsen/London_Growth.php</a></p> <p><a href="http://www.coolgeography.co.uk/gcsen/London_Opportunities.php">http://www.coolgeography.co.uk/gcsen/London_Opportunities.php</a></p> <p><a href="http://www.coolgeography.co.uk/gcsen/London_Challenges.php">http://www.coolgeography.co.uk/gcsen/London_Challenges.php</a></p> <p><a href="http://www.coolgeography.co.uk/gcsen/London_Regeneration.php">http://www.coolgeography.co.uk/gcsen/London_Regeneration.php</a></p> <p>Please email <a href="mailto:jfl@goffs.herts.sch.uk">jfl@goffs.herts.sch.uk</a> with any queries regarding this work.</p>
<b>Health and Social Care</b>	<p>Students are still looking at Learning Aim C for Unit 3 this week.</p> <p>This week students will be looking at the obstacles that might prevent a person getting the support they need.</p> <p>List 5 different barriers that could prevent this.</p> <p>Explain why they are a barrier.</p>

	How could this barrier be overcome? Why?
<b>History</b>	<p><b>Medicine Through Time (Edexcel, Paper 1)</b>  Revisit Paper 1 ( Medicine Through time)- Revising Medieval Medicine  Voice over power points by class teachers- 20th century medicine  For all lessons, students to work through the PowerPoints on Doodle. Guidance on how to revise will also be set on Doodle.  <b>Helpful website links:</b>  <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>Complete the homework sheets set on doodle and email the sheets to Mr Sawyer.</b>  <b>SoloLearn App</b> Either use the website (Sololearn.com) or app and complete any outstanding modules 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 6.</p> <p>Please register to Cyber School using the link below, any issues email Mrs Nessa:  <a href="https://cyber-school.joincyberdiscovery.com/">https://cyber-school.joincyberdiscovery.com/</a>  This will allow students to take part in cyber security challenges using the code:  <b>narrow-glace-return-scope.</b>  Please email your teacher any work that you complete.</p>
<b>Italian</b>	<p><b>Current topics:</b></p> <ul style="list-style-type: none"> <li>• Past holiday: Consolidation of the perfect tense with the auxiliaries <i>avere</i> and <i>essere</i></li> </ul> <p><b>Tasks to complete:</b></p> <ul style="list-style-type: none"> <li>• Complete range of tasks to consolidate the use of the perfect tense with the auxiliaries <i>avere</i> and <i>essere</i> and develop a variety of skills (Word document and audio files on Doodle)</li> <li>• Practise key vocabulary in the perfect tense:  <a href="https://www.studystack.com/flashcard-3219431">https://www.studystack.com/flashcard-3219431</a>  <a href="https://www.studystack.com/flashcard-3227892">https://www.studystack.com/flashcard-3227892</a></li> <li>• Test your knowledge of the perfect tense:  <a href="https://conjuguemos.com/verb/homework/62">https://conjuguemos.com/verb/homework/62</a></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>

	<ul style="list-style-type: none"> <li>• Choose and complete one (or some) of the 8 Italian challenges (document on Doodle)</li> <li>• Choose and complete any activities from the Nando's takeaway menu (Document on Doodle)</li> </ul>
<b>Literacy</b>	<p><b>Responsive Reading</b>  <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 10 on 'Responsive Reading Booklet' [on doodle]</b>  Students to read extract for week 10 answer the questions that follow and complete vocabulary work, defining key quotes and filling in vocabulary booklets.  Helpful website links:  <a href="https://www.goodreads.com/shelf/show/ks3">https://www.goodreads.com/shelf/show/ks3</a>  <a href="https://www.goodreads.com/shelf/show/gcse-reading-list">https://www.goodreads.com/shelf/show/gcse-reading-list</a>  <a href="https://www.dictionary.com/">https://www.dictionary.com/</a>  <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>This week students will need to complete the exam style questions set on Doodle by their teachers based on the revision from last week. They need to either complete the questions in a word document or write their answers on paper. This then send this work (the document or a scan/picture of the work) by email to their teacher for marking.</p>
<b>Media BTEC</b>	<p><b>Representation</b>  Introduction to how social groups are represented in the media.  Work sent on Doodle</p>
<b>Media Studies</b>	<p><b>Topic: Audience</b>  <b>Work:</b> Work through the online video and representation tasks on the worksheet supplied through Doodle.  <b>Links:</b> <a href="https://www.youtube.com/watch?v=g-WuZisCi20">https://www.youtube.com/watch?v=g-WuZisCi20</a>  <b>Documents:</b> Learning resources to be sent through Doodle</p>
<b>Music</b>	<p>Music Theory Quiz 1 and 2 - Students should access the Mini Quizzes on Doodle. They need to read and understand the information and then answer the questions. Their work will be automatically submitted to me via Doodle.  Students should spend time selecting pieces and rehearsing for their next SOLO and ENSEMBLE performance assessments. They will be asked to perform on line, using TEAMS.</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>  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 B booklet. Please send into miss Fleet by Monday 29th June. Use the help provided on doddle.</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></p> <p>Royal Family - <a href="https://www.youtube.com/watch?v=-mKzJIW9w2c">https://www.youtube.com/watch?v=-mKzJIW9w2c</a></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.</p> <p>Now students must start learning aim C booklet. This work focuses on the technology in sport. A teacher guidance PowerPoint has been put onto doddle as well as the assignment.</p>
<b>PE - GCSE</b>	<p><u><i>Components of Fitness (Revision):</i></u></p> <p>An opportunity to re-visit the components of fitness and the relevant tests that performers use to measure them.</p>
<b>PE - M8 Dance</b>	<p>This week, students are to work on three key skills, flexibility, facial expressions and stage presence. Pick a song to practice a range of these things. Pick a yoga video to support flexibility.</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. Complete the task on page 26. Consider the achievements you have made so far. Please use the guidance on doddle.</p> <p>Once this is complete, check you have completed the following tasks to the best of your ability. Please complete all evaluations to all sessions that you can evaluate.</p> <p><b>Checklist:</b></p> <p>1.1, 1.2, 1.3 2.1 x 3, 2.2 3.1, 3.2 4.1</p> <p>Please email <a href="mailto:lh@goffs.herts.sch.uk">lh@goffs.herts.sch.uk</a> if you need any support.</p>
<b>Photography</b>	<p><b>TBR: Coursework Unit – Fusion</b></p> <p>Students have been sent feedback via Google Classroom. Those who have failed to submit work have been emailed</p> <p><b>Lesson 4: Complete final Artist Analysis – deadline 29/6/20 to upload to Google Classroom; any issues they are to email me – <a href="mailto:tbr@goffs.herts.sch.uk">tbr@goffs.herts.sch.uk</a></b></p> <p>Choose 1 artist from the theme of Juxtaposition. They may have used them on your mind map work. They will have a resource on Doddle with artists to help them.</p> <p>They are going to create an analysis about the artist’s work. They will do this to help them later to develop their own Surreal photography work.</p> <p><b>On slide they will have:</b></p> <ul style="list-style-type: none"> <li>• The artist’s name</li> <li>• The theme of ‘Juxtaposition’</li> <li>• A brief statement about the artist</li> <li>• 2 images of their work</li> <li>• SEMI analysis of one of their pieces using the questions on the next slide –they do not need to answer them all but they should pick a good amount to help them understand the piece (12 questions minimum making sure they go across all of the 4 sections)</li> </ul>

	<ul style="list-style-type: none"> <li>• A zoomed in section of their work to scrutinise it.</li> </ul>
<b>Product Design</b>	This term you will complete a mini project by completing a series of tasks shown on the Power Point on doddle. There is a task a week for you to complete and send. This week is task 3
<b>Psychology</b>	<p><b>Perception –</b>  <b>Topic: Factors Affecting Perception - Motivation</b>  There are four factors that can affect perception, students are now on the third one - motivation.  Using the PowerPoint and textbook they will need to:</p> <ul style="list-style-type: none"> <li>- Recap the definition of 'perceptual set'.</li> <li>- Define motivation</li> <li>- Explain how motivation can affect perceptual set.</li> <li>- Complete a key template on Gilchrist &amp; Nesberg's (1952) study (which is a key study on the specification so they will need to know this in detail) and explain what the findings suggest about perception.</li> <li>- Write at least two PEE paragraphs on the strengths and weaknesses of the study</li> <li>- Answer an application question to consolidate their understanding</li> <li>- Write a 9 mark essay on the study to practice their structure and exam technique</li> </ul> <p><b>Useful website for additional information –</b>  <a href="https://learndojo.org/gcse/aqa-psychology/perception/">https://learndojo.org/gcse/aqa-psychology/perception/</a></p> <p><b>Students can also sign into the online textbook at:</b>  <a href="https://illuminate.digital/aqapsychgcse/">https://illuminate.digital/aqapsychgcse/</a>  Username: SGOFFS6  Password: STUDENT6  The textbook (page 54-55) will provide the information needed to complete the above tasks.</p>
<b>RS/Sociology</b>	<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>Research/Reading:</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  <u>Videos:</u></p>

	<p>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</p> <p>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</p> <p>Truetube - <a href="https://www.truetube.co.uk/">https://www.truetube.co.uk/</a> - Loads of great videos</p> <p>REquest - Christianity - <a href="https://request.org.uk/">https://request.org.uk/</a> - Videos and research info</p> <p>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</p> <p>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>Revision/Quizzing:</p> <p>Seneca - <a href="https://www.senecalearning.com/">https://www.senecalearning.com/</a> - Board specific GCSE content</p> <p>Quizlet - <a href="https://quizlet.com/en-gb">https://quizlet.com/en-gb</a> - You will need to find relevant/reliable pre-made quizzes</p> <p>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>Revision of Year 9 topics</b></p> <p>Students will be expected to complete the work assigned by their teacher via doddle.</p> <p>Teachers will set work that indicates when the student would have had that lesson, so they can allocate time appropriately e.g. Mon P1.</p> <p>Many resources and links to web sites will be provided by each teacher directly on doddle. In addition to these, the following web sites can be used to support students studying at home:</p> <p>Useful websites:</p> <p><a href="https://www.tassomai.com/">https://www.tassomai.com/</a></p> <p><a href="https://www.kerboodle.com/users/login">https://www.kerboodle.com/users/login</a></p> <p><a href="https://www.youtube.com/channel/UCqbOeHaUXw9Il7sBVG3_bw/playlists">https://www.youtube.com/channel/UCqbOeHaUXw9Il7sBVG3_bw/playlists</a></p> <p><a href="https://www.senecalearning.com/">https://www.senecalearning.com/</a></p> <p><a href="https://www.physicsandmathstutor.com/">https://www.physicsandmathstutor.com/</a></p> <p><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> Using the past tense</p> <p><b>Tasks:</b></p> <ol style="list-style-type: none"> <li>1. Go through the Powerpoint on Doddle and then complete the quiz and worksheets on the past preterite tense.</li> <li>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.</li> </ol> <p>The Vocabulary booklet is attached on Doddle to help you p22-23</p> <p><b>Independent work:</b></p> <p><a href="https://www.languagesonline.org.uk/Spanish/preterite/index.htm">https://www.languagesonline.org.uk/Spanish/preterite/index.htm</a></p>
<b>Textiles</b>	<p>Hello everyone!</p> <p>Many thanks to those of you who have sent me some work via email and let me know which question you have chosen for the mock NEA.</p> <p>If you haven't already done so, please can you catch up on this work and email it across.</p> <p>Over the next few weeks you should be <b>completing additional research based on the question you have chosen.</b></p> <p>The PowerPoint that you were sent has exemplars of different types of research but it's up to you to decide what is the most appropriate!</p>

For example; if you have chosen the sustainability brief you might want to research H&M's eco collection or do some research on Greta Thunberg.

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

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

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

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

Please email [lab@goffs.herts.sch.uk](mailto:lab@goffs.herts.sch.uk) with your completed research work and any questions you might have.

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](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

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 Yes

Has your teacher set you work?

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

hegartymaths Choose lesson Search...

My tasks My scores Coin

Class: Set Lesson score / attempts

7M/Ma2 7 days ago Incomplete

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.

hegartymaths Choose lesson Search...

My tasks My scores Coin

1 - 7 of 7

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

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

hegartymaths Choose lesson Search...

My tasks My scores Coin

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?

Yes No

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 =  $7+7+7+7 = 28\text{mm}$   
Key Words: Length, Units, Distance  
Don't forget Units!

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

Example ③ Regular hexagon with side 9m  
Perimeter =  $6 \times 9 = 54\text{m}$   
Regular means all sides are same length

Example ④ Square with side length 5cm  
Perimeter =  $4 \times 5 = 20\text{cm}$   
Always draw a sketch from the information given

Example ⑤ Equilateral triangle with side length 4.1mm  
Perimeter =  $3 \times 4.1 = 12.3\text{mm}$   
Same as regular, use distributive law of multiplication

Example ⑥ Regular octagon with side length 7.4cm  
Perimeter =  $8 \times 7.4 = 59.2\text{cm}$

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

1) Perimeter of shaded shape? Square with side 2mm  
Perimeter =  $4 \times 2 = 8\text{mm}$

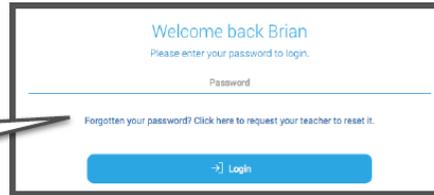
2) Perimeter of shaded shape? Rectangle with width 6m and height 11m  
Perimeter =  $(2 \times 6) + (2 \times 11) = 34\text{m}$

3) Perimeter of shaded shape? Regular hexagon with side 5m  
Perimeter =  $6 \times 5 = 30\text{m}$

## FAQ's

What if I forget my password?

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



What device should I use?

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

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

What browser should I use?

Do I have to watch the video?

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

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

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

How can I contact HegartyMaths?

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

