KEVICC Key Stage 3 Curriculum Subject: Mathematics			Key Vocabulary and notation.						
Summer Half-Term Developing Geometry									
Term: Year 8 Summer Term – Block One	Topic: Angle in parallel	lines and Polygons	Adjaceni	Parallelogram					
What is the essential knowledge from this unit?			Angles at a	square					
What do students need to remember and understand?				Irapezium					
This builds on key stage 2 and year 7 understanding of angle notation and relationships, extending			Vertically	Rectangle					
all students to explore angles in parallel lines and thus solve increasingly complex angle problems.			opposite	Kite					
Links are then made to the closely connected properties of polygons and quadrilaterals. The use of			Straight	Perpendicular					
Higher strand will also develop their understanding of the idea of proof. They will also start to explore			Acute	Bisect					
constructions with rulers and pairs of compasses. This key block may take slightly longer than two weeks and the following blocks may need to be adjusted accordingly.			Obtuse	Delta					
			Reflex	Exterior					
National curriculum content covered:			Right angle	Interior					
<ul> <li>Apply the properties of angles at a point, angles at a point on a straight line, vertically opposite angles.</li> <li>Understand and use the relationship between parallel lines and alternative and corresponding angles.</li> </ul>			Parallel	Regular					
			Transversal	Polygon					
			Alternate	Sum					
<ul> <li>Derive and use the sum of angles in a triangle and use it to deduce the angle sum in any</li> </ul>			Corresponding	Total					
<ul><li>polygon, and to derive properties of regular polygons.</li><li>Use the standard conventions for labelling the sides and angles of triangle ABC.</li></ul>			Angle	Pentagon					
			Line	Hexagon					
We know that breaking the curriculum down into small manageable steps should help students to understand concepts better. As a result, for each block of content in the scheme of learning we have provided the following 'small step' breakdown for this unit as follows:			Supplementary	Demonstration					
			Points	Justify					
			Co-interior	Proof					
Lesson One - Understand and use basic angle rules and notation			Isosceles	Compasses					
Lesson Two - Investigate angles between parallel lines and the transversal			Equilateral	Line					
Lesson Four - Identify and calculate with anemate and corresponding angles			Scalene	Line segment					
Lesson Five - Solve complex problems with parallel line angles			Rhombus						
Lesson Six - Constructions triangles and special quadrilaterals									
Lesson Seven - Investigate the properties of special quadrilaterals			be designed to unpick the structure of the maths and deepen the student's understanding. When students talk about mathematical concepts, they should develop the vital mathematical language that belos them explain their ideas fully						
Lesson Nine - Understand and use the properties of diagonals of auadrilaterals									
Lesson Ten - Understand and use the sum of exterior angles of any polygon									
Lesson Eleven - Calculate and use the sum of the interior angles in any polygon									
Lesson Twelve - Calculate missing interior angles in regular polygons									
Lesson Fourteen - Construct an angle bisector (H)			Students are expected and encouraged to use terminology during all discussions, verbal feedback and in written content.						
Lesson Fifteen - Construct a perpendicular bisector of a line segment (H)									
Interleaving/Extension of previous work									
Revisit properties of shapes									
Revisit equations of straight lines.									
Perform standard constructions including perpendiculars.									
Understand and use the properties of	alagonals of quadrilate	rais.							
What prior learning supports understanding of this content? How does this content link to futur			e learning?						
<ul> <li>Identify and draw parallel and perpendicular lines</li> <li>Calculate the area of a trape</li> </ul>			zium.						
<ul> <li>Recognise types of triangle, quadrilateral and other polygons.</li> <li>Construct triangles given SSS, SAS, ASA</li> <li>Calculate and use angles at a point, angles on a straight line and use tangles at a point.</li> </ul>			e, and the area of parts of a circle. ound shapes.						
					<ul> <li>Calculate missing angles in triangles and quadrilaterals</li> </ul>				
					Reading: Where in the unit are students supported to read Writing: Independent writing tasks			and how they are s	tructured
Complex academic text?     Example and understanding mathematical questions and     Symbols – examination paper			citic terminology for s, class books	numbers and					
problems' – teacher input. • Responding to questions that			t ask for an explanation or a reason – poks. flecting and analysis of own work –, rning checklists and analysis.						
Decoding complex examination questions - explain what     they are asking the student to do' - teacher input									
Following instructions to solve problems - break down the     class books, personalised lear									
tasks – teacher input.     Creating notes that can be us     backs revision cords mind and			sed later for revision	purposes - class					
<ul> <li>Recognising patterns and relationships in mathematics.</li> </ul>									

## Key assessments:

## How will students review the information learned?

## End of block assessments.

End of block assessments provide a quick progress check at the end of each block of learning to make sure students have understood the content covered.

A Core paper – it is envisaged that all students will take this paper, to provide a direct comparison with the performance of the rest of the cohort. All topics from each term will be covered, and the use of a calculator is expected.

## End of term assessments.

material with more straightforward questions. Non calculator paper.

A Higher paper – students who are working at or above national expectations will have the opportunity to tackle more challenging questions on the same material, plus the extra objectives indicated as "Higher" in our scheme of learning. Non calculator paper. How will feedback be seen?

Personalised learning checklists for end of term assessments identifying strengths and areas of development.

Written teacher feedback and marking in compliance with faculty and College Marking Policies. Student responses to marking.

Students self-mark using purple pen. Verbal feedback given every lesson from teacher and peers as appropriate. Teacher and student self-assessment of presentation of class books will be completed to ensure written work is of high standard and students are achieving their potential.