KEVICC Key Stage 3 Curriculum Subject: Mathematics			Key Vocabulary and notation.		
Summer Half-Term Developing Geometry			Line symmetry	Hovagon	
Term: Year 8 Summer Term – Block Three	Topic: Line symmetry a	nd Reflection		Nexugun Semi Cirele	
What is the essential knowledge from this unit?			Regular	Serni-Circle	
What do students need to remember and understand?			Polygon	Kelleci	
The teaching of reflection is split from that of rotation and translation to try and ensure students attain			Isosceles	Line symmetry	
a deeper understanding and avoid mixing up the different concepts. Although there is			Equilateral	Congruent	
comparatively little content in this block, it is worth investigating time to build confidence with shapes			Iriangle	Object	
triangles and quadrilaterals and focus on key vocabulary such as object, image, congruent, etc.			Square	Image	
National curriculum content covered:			Rhombus	Vertical	
			Trapezium	Horizontal	
 Describe, sketch and ardw using conventional terms and notations, points, lines, parallel lines, perpendicular lines, right angles, regular polygons and other polygons that are reflectively and 			Kite	Vertex	
rotationally symmetric.			Circle	Perpendicular	
Identify properties of and describe the results of reflections applied to given figures.			Pentagon	distance	
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: Lesson One - Recognise line symmetry Lesson Two - Reflect a shape in a horizontal or vertical line 1 (shapes touching the line) Lesson Three - Reflect a shape in a horizontal or vertical line 2 (shapes not touching the line) Lesson Four - Reflect a shape in a diagonal line 1 (shapes touching the line) Lesson Five - Reflect a shape in a diagonal line 2 (shapes not touching the line)			Mathematical questioning should 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 helps them explain their ideas fully. Students are expected and encouraged to use terminology during all discussions, verbal feedback and in written content.		
Interleaving/Extension of previous work					
Revisit properties of shapes.					
Revisit equations of straight lines.					
 Review area of shapes covered in years Calculate the area of a trapezium. Calculate the area of a circle, and the circle. Use significant figures. Calculate the area of compound short 	Icarning supports understanding of this content?How does this content link to tuturw area of shapes covered in year 7.Understand the language ofJlate the area of a trapezium.Understand the language ofJlate the area of a circle, and the area of parts of aIdentify 2-D shapes with 3-D sgnificant figures.Work out the volume and surJlate the area of compound shapes.Work out missing lengths give			faces, edges and vertices. prisms and non-prisms. hapes. face area of cuboids and cylinders. prism. en area and/or volume.	
 Reading: Where in the unit are students supported to read complex academic text? Reading and understanding mathematical questions and problems' – teacher input. Decoding complex examination questions - explain what they are asking the student to do' – teacher input. Following instructions to solve problems - break down the tasks – teacher input. Recognising terminology, numbers, and symbols. Recognising patterns and relationships in mathematics. Writing: Independent writing tasks and how they are structured Using the correct subject specific terminology for numbers and symbols – examination papers, class books. Responding to questions that ask for an explanation or a reason examination papers, class books. Self-evaluation, reviewing, reflecting and analysis of own work – class books, personalised learning checklists and analysis. Creating notes that can be used later for revision purposes - cla books, revision cards, mind maps etc. 					
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. A Foundation paper – students who are working below national expectations will have the opportunity to show their understanding of the 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? Marked end of block and term assessments. 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.					