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| **Year 8 Term 5.2 - Maths** | |  | | | | | |
| **Enquiry Question: When is a line not a line?** | | | | | | | |
| **Unit title: Geometric Reasoning**  **Why nowReasoning** in mathematics is an especially important skill and one which is applied in many areas. You first developed this skill during your **proportional reasoning** unit in **Year 7** and later will reason when working on further algebraic and geometric topics you meet in **Year 9** and **Year 10.** | | | | | | | |
| **Knowledge**  Students will know about… | **Application/Skills**  Students will be able to… | | **Vocabulary**  *(Tier 2 and 3)* | **Home**  **Learning** | **Assessment** | **Extra Resources**  **Extended Reading** | **Cultural**  **Capital** |
| 1. What distance is and how to measure it 2. What an angle is and how to classify and measure them 3. What parallel means 4. What translation means and vector notation 5. Types of angles formed in parallel lines 6. What a mathematical proof means 7. Angle facts about straight lines, triangles and some polygons 8. The history of measuring angles in different ways | 1. Measure distances accurately 2. Draw, classify and measure angles accurately 3. Represent translations using vector notation 4. Describe a rotation correctly 5. Construct logical arguments to justify angle facts about straight lines, triangles and some polygons | | ***Tier 2***  Reason  Deduce  Turn  Clockwise  Anti-clockwise  ***Tier 3***  Angle  Acute  Obtuse  Reflex  Line  Ray  Line Segment  Translate  Vector  Rotation  Protractor  Parallel  Transversal  Corresponding  Alternate  Supplementary  Triangle  Interior  Polygon  Algorithm  Proof | **Pre-classroom:**  Pre-lesson tasks on **google classroom** to get you thinking.  Diagnostic questions  **Post-Classroom:**  Post lessons online tasks:   * My Maths * Google Form Quizzes * Independent learning notes | Formative assessment at the end of the units in their LPS books.  This will be a combination of students presenting what they know in a creative way followed by some differentiated questions.  Summative Assessment at the end of T6. | **Enrichment:**Explore the Babylonians  1.Explore who the Babylonians were.  2.Explore their number system and why they chose it.  3. Explore other  forms of measuring angles apart from degrees | **Cultural Capital:**  Visitthe Tate and go view artwork by the artist Piet Mondrian. How does this connect to this unit of work? |
| **Numeracy**  Sum  Remainder  Subtract |