

## SHAPE, SPACE AND MEASURES

### Pupils should be taught to:

Identify properties of angles and parallel and perpendicular lines, and use these properties to solve problems

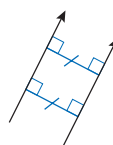
### As outcomes, Year 7 pupils should, for example:

#### Identify parallel and perpendicular lines.

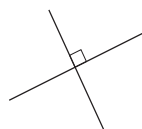
Recognise parallel and perpendicular lines in the environment, and in 2-D and 3-D shapes: for example, rail tracks, side edges of doors, ruled lines on a page, double yellow lines...

Use **dynamic geometry software**, acetate overlays or film to explore and explain relationships between parallel and intersecting lines, such as:

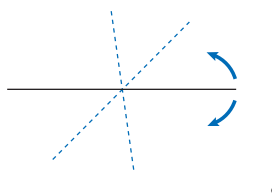
- **parallel lines**, which are always **equidistant**;



- **perpendicular lines**, which intersect at right angles;



- lines which intersect at different angles.  
For example, as one line rotates about the point of intersection, explain how the angles at the point of intersection are related.



Use ruler and set square to draw parallel and perpendicular lines.

**Link with constructions (page 220–3).**