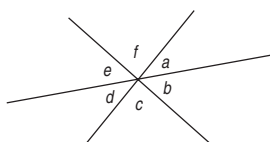


As outcomes, Year 8 pupils should, for example:

Identify alternate and corresponding angles.

Use **dynamic geometry software** or acetate overlays to explore and explain relationships between lines in the plane, such as:

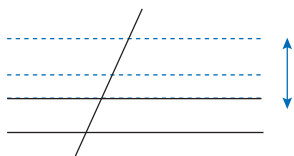
- three lines that intersect in one point;



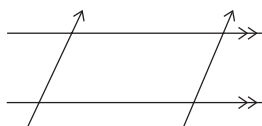
$$a + b + c = 180^\circ$$

$$a = d, \quad b = e, \quad c = f$$

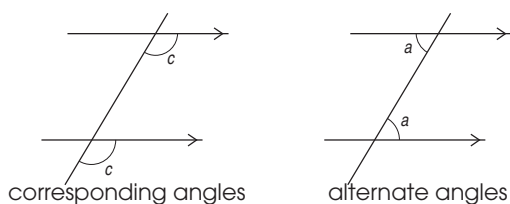
- given two intersecting lines and a third that moves but remains parallel to one of them, explain which angles remain equal;



- two pairs of parallel lines, forming a parallelogram.

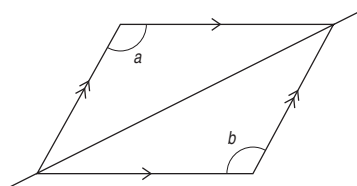


Understand and use the terms **corresponding angles** and **alternate angles**.



Use alternate angles to prove that opposite angles of a parallelogram are equal:

$$a = b$$



As outcomes, Year 9 pupils should, for example: