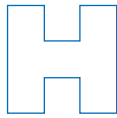


As outcomes, Year 8 pupils should, for example:

Use ICT to generate shapes and paths.

For example, generate using **Logo**:

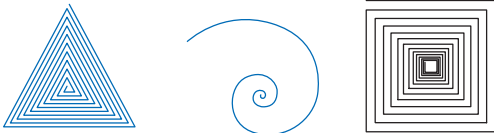
- rectilinear shapes



- regular polygons



- equi-angular spirals



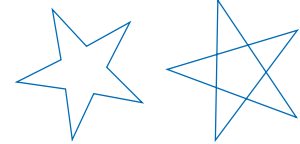
Link to properties of triangles, quadrilaterals and polygons (pages 184–9).

As outcomes, Year 9 pupils should, for example:

Use ICT to investigate paths.

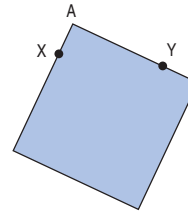
For example:

- Use **Logo** to produce a five-pointed star.

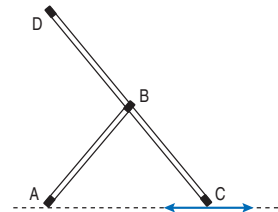


Investigate problems involving loci and simple constructions. For example:

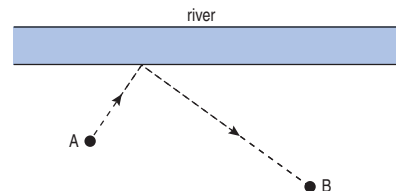
- Two points X and Y are 10 cm apart. Two adjacent sides of a square pass through points X and Y. What is the locus of vertex A of the square?



- In a design for the mechanism of a shower door, AB is a bracket, fixed at A and joined by a pivot to the middle of the door frame at B. One end of the door frame, C, moves along a groove shown by the dotted line. What is the locus of point D on the other edge of the door?



- A man has to run from point A to point B, collecting a bucket of water from the river on his way. What point on the river bank should he aim for, in order to keep his path from A to B as short as possible?



Link to properties of circles (pages 194–7).