

Year 7

School Vision	Challenging all our students supportively to become confident and curious, enhancing lives now and in the future									
Faculty Intent	To engender a desire and passion to learn and be inspired in STEM subjects outside the class – applying learning in unfamiliar situations									
Subject Intent	Provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and powers of mathematics, and a sense of enjoyment and curiosity about the subject									
	Term 1				Term 2			Term 3		
Topic Name	Number	Data	Algebra	Number	Geometry	Number	Algebra	Number	Geometry	Algebra
Key Content	Factors & multiples Primes Powers Roots	Averages Range Displaying grouped data	Expressions Formula brackets Factorising	Fractions + - x Equivalence mixed numbers	Angles Triangles Quadrilaterals Polygons	Decimals + - x FDP Percentages	Equations	Metric conversation Ratio Proportion	Perimeter Area volume	Sequences Nth term Co-ordinates Straight lines
Intent										
How does this link to your intent?	We teach content mostly cyclically with the view to beginning each area with a revisit of prior knowledge to build upon more secure foundations. Opportunities to apply mathematical learning to unfamiliar context and across STEM subjects are highlighted where possible, key skills and concepts enable this.									
Sequencing										
Why this and why now?	Building on prior knowledge to establish key facts and establish good skills that will permeate throughout	Widen vocabulary and demonstrate purpose of statistics	Explore key facts in chapter 1 within algebra	Using number facts focusing in on the finer detail of the number line	Introduce key geometry skills building on prior experience	Building on fractions and integers, linking all to decimals and percentages	Using algebraic notation learned to solve equations	Linking number facts to explore multiplicative reasoning in a range of real-life context.	Number and algebra skills application within 2D and 3D geometry	Revisiting algebra to build upon previous substitution, co-ordinate geometry and explore patterns

Description	Homework is a minimum of once per week. SD and CS prefer to use Mathswatch. JS and JG may use Mathswatch but regularly use paper also with feedback in books.								
Assessment	Summative	Summative	Summative	Summative	Summative	Summative	Summative	Summative	Summative End of Year
Why this style of assessment and why now?	Each lesson we offer starter questions to review learning from previous units, a range of AfL strategies are adopted to evaluate learning as a result of teaching. Following each unit of work, we consolidate, review learning, apply therapy and assess students on current unit. End of year assessment to review curriculum and offer students the opportunity to consolidate learning. Revision is done in class and at home, students and parents receive a personal learning checklist and links to Mathswatch and Corbett maths to support home revision.								

Year 8

School Vision	Challenging all our students supportively to become confident and curious enhancing lives now and, in the future,									
Faculty Intent	To engender a desire and passion to learn and be inspired in STEM subjects outside the class – applying learning in unfamiliar situations									
Subject Intent	“Provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject.”									
	Term 1				Term 2			Term 3		
	Number	Algebra	Geometry	Number	Geometry	Number	Geometry	Statistics	Geometry	Algebra
Topic Name	Prime decomp	Expressions	Plans and elevations	Proportion	Reflect and translate	Recurring decimals	Accurate drawings	Probability	Maps and scales	Draw straight lines
Key Content	Powers of 10 Calc and	Expanding brackets			Rotation	Percentages	Construction	Mutually exclusive Est probability	Bearings	$Y=mx+c$

	estimate Calc and Estimate	Factorising Substitution	Surface area and volume circles Pythagoras	Distance time graphs rate of change Misleading graphs	enlargement 2D and 3D solids	Percentage change	Loci	Probability diagrams	Scales and ratio Congruency	Parallel and perp Inverse and non-linear
Intent										
How does this link to your intent?	Links number and algebra	Building on year 7 Algebra	3D views incorporate Prior learning	Builds on multiplicative reasoning	More abstract view on 2D geometry	Number patterns in more depth	Incorporating multi reasoning And 2D goem	Intro to probability Exploring situations Opportunities	Multiplicative reason and its application	Understanding the role of graphical representation
Sequencing										
Why this and why now?	Reinforce Numerical Fluency at start of term	Preparing and consolidating in prep for st line	Regroups geometry and for new content	Preparing and consolidating in prep for next term and sequences	New material to prepare for GCSE	Understanding the role of mathematical notation and real-life application	Building connections between branches of maths	New vocabulary Incorp number	Applying skills from term 2 and building upon them	Crucial foundations for Yr9 and beyond algebra, linking algebra topics
National Curriculum Audit										
Number	x	x	X	X	X	X	X	X	X	x
Algebra		x				x				x
Ratio and proportion					x		x		x	
Geometry			x		x		x		x	

Why this style of assessment and why now?	Assess understanding and inform strengths and next steps formally	Assess understanding and inform strengths and next steps formally	Assess understanding and inform strengths and next steps formally	Assess understanding and inform strengths and next steps formally	Assess understanding and inform strengths and next steps formally	Assess understanding and inform strengths and next steps formally	Assess understanding and inform strengths and next steps formally	Assess understanding and inform strengths and next steps formally	Assess understanding and inform strengths and next steps formally	Consolidate learning check on retention of knowledge and offer parental involvement	
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Year 9

School Vision	Challenging all our students supportively to become confident and curious enhancing lives now and in the future									
Faculty Intent	To engender a desire and passion to learn and be inspired in STEM subjects outside the class – applying learning in unfamiliar situations									
Subject Intent	“Provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject.”									
	Term 1				Term 2			Term 3		
	Number	Algebra	Algebra	Statistics	Geometry	Algebra	Number	Algebra	Geometry	Number
Topic Name	Reciprocals	Quadratic	Inequalities	Data	Proportion	Graphs of	Rates of	Simultaneous	Trigonometry	Exp

Key Content	Indices Standard form Surds	sequence Expanding factorising Solving quadratics	Equations change subject Algebraic fractions	Box plots Cumulative frequency Histograms	Arcs sectors	quadratics Solving quadratics Graphs of cubic Graphs of reciprocals	change Density and pressure Upper and lower Bounds	equ Graph sim equations Inequalities	Trig graphs	just mo Pro
Intent										
How does this link to your intent?	Links number with science & computing	Lay foundations prior to sketching parabolas	Inspiring a wider understanding of algebra	Statistical analysis possibly into depending on Y7 timeline	Multiplicative reasoning within geometry	Application and real-life context of chapter 2	Looking at margins of error and maths within other subjects	Intro top probability Exploring situations opportunities	Multiplicative reason and its application	Un the gra rep
Sequencing										
Why this and why now?	Reinforce numerical fluency at start of term	Building on yr8 algebra	Building on yr7 & yr8 algebra	Preparing and consolidating in prep for nth term and sequences	New material to prepare for GCSE	Understanding the role of mathematical notation and real-life application	Building connections between branches of maths	New vocabulary incorp number	Applying skills from term 2 and building upon them	Cr fou for be alg lin top
National Curriculum Audit										
Number	X	X	X	X	X	X	X	X	X	x
Algebra	x	x	x			x		x		
Ratio and proportion					x		x		x	

style of assessment and why now?	understanding and inform strengths and next steps formally	understanding and inform strengths and next steps formally	understanding and inform strengths and next steps formally	understanding and inform strengths and next steps formally	understanding and inform strengths and next steps formally	understanding and inform strengths and next steps formally	understanding and inform strengths and next steps formally	understanding and inform strengths and next steps formally	learning check on retention of knowledge and offer parental involvement	pro
	Each lesson we offer starter questions to review learning from previous units, a range of AfL strategies are adopted to evaluate learning as a result of teaching. Following each unit of work, we consolidate, review learning, apply therapy and assess students on current unit. End of year assessment to review curriculum and offer students the opportunity to consolidate learning. Revision is done in class and at home, students and parents receive a personal learning checklist and links to Mathswatch and Corbett maths to support home revision.									

Year 10

School Vision	Challenging all our students supportively to become confident and curious enhancing lives now and in the future									
Faculty Intent	To engender a desire and passion to learn and be inspired in STEM subjects outside the class – applying learning in unfamiliar situations									
Subject Intent	“Provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject.”									
	Term 1				Term 2			Term 3		
Branch of Maths	Number	Algebra	Statistics	Number	Geometry	Algebra	Geometry	Geometry	Algebra	Geometry
Topic Name	HCF/LCM	Sequences	Averages & Range	Fractions	Polygons	Graphs of;	Bounds	Transformations	Equations	Probability
Key Content	Surds	Rearranging Equations	Statistical Diagrams	Percentage	Pythagoras	Straight line	Volume	Bearings	Inequalities	Venn diagrams
	Indices			Decimals	Trigonometry	Quadratics	Surface Area	Loci	Quadratics	Conditional probability

and why now?										
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Year 11

School Vision	Challenging all our students supportively to become confident and curious enhancing lives now and in the future									
Faculty Intent	To engender a desire and passion to learn and be inspired in STEM subjects outside the class – applying learning in unfamiliar situations									
Subject Intent	“Provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject.”									
	Term 1				Term 2			Term 3		
Branch of Maths	Number	Geometry	Geometry	Statistics	Algebra	Geometry	Algebra	Geometry	Algebra	
Topic Name	Compound measures	Congruence Similarity	Sine rule	Box plots	Quadratic sketching	Circle;	Algebraic fractions	Vectors	Proportion	
Key Content	Direct proportion		Cosine rule	Cumulative frequency	Quadratic inequalities	Properties	Functions		Area under graphs	
	Indirect proportion		Trig graphs	Histogram	Iteration	Theorems	Rearranging formula		Velocity	
					Simultaneous graphs	Proofs				

Intent										
How does this link to your intent?	Courses based on this specification in mathematics should enable students to: develop fluent knowledge, skills and understanding of mathematical methods and concepts. acquire, select and apply mathematical techniques to solve problems. reason mathematically, make deductions and inferences and draw conclusions									
Sequencing										
Why this and why now?	GCSE units combine various elements of maths together with a particular emphasis on algebra and geometry. This aspect of the curriculum shows a clear progression from skills and procedure to multiple applications, building on KS3 learning but not reliant upon.									
National Curriculum Audit										
Number	X	X	X	X	X	X	X	X	X	x
Algebra	x	x	x	x	x	x	x	x		
Ratio and proportion	x	x				x		x		
Geometry			x			x		x		x
Probability									x	
Statistics				x						
Key concepts / Vocabulary										
12 or less	Compound measures	Congruence Similarity	Sine rule	Box plots	Quadratic sketching	Circle;	Algebraic fractions	Vectors	Proportion	

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