

Year 7

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Assessment										
Type	AfL to assess ongoing learning and teaching Chapter assessments to feedback to students, parents and teachers of progress. All summative assessments are used formatively. End of Year assessment is an opportunity to support and direct students and parents to home learning and how to revise. The use of PLC to prepare, plan and review assessments.									
Why this style of assessment and why now?										

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.”	

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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	Algebra	Geometry	Statistics	Geometry	Algebra	Geometry
Topic Name	Powers	Algebraic notation	Graphs	Fractions	Equations	Angles in;	Averages;	Perimeter	Gradient	Transformation s;
Key Content	BIDMAS		Statistical diagrams	Percentage	Inequalities	Polygons	Mean	Area	Y intercept	Enlargement
	LCM/HCM	Brackets and Factorising	Interpretation	Decimal multipliers	Rearranging formulae	Parallel lines	Mode	Volume	Straight lines	Reflection
							Median			Translation
		Substitution			Nth term					Rotation

							Range			
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 knowledge but not reliant upon.									
National Curriculum Audit										
Number	X	X	X	X	X	X	X	X	X	x
Algebra		x			x				x	
Ratio and proportion				x	x					
Geometry						x		x		x
Probability										
Statistics			x				x			
Key concepts / Vocabulary										
12 or less	Powers & roots	Algebraic notation	Graphs	Fractions Percentage	Equations Inequalities	Angles in; Polygons	Averages; Mean	Perimeter Area	Gradient Y intercept	Transformation s; Enlargement

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	Statistics	Number	Geometry	Algebra	Geometry	Number	Geometry	Algebra
Topic Name	Ratios	Right Angled Triangles;	Probability;	Multiplicative Reasoning;	Construction & Loci;	Quadratics;	Volume and Surface area of 3D shapes	Indices	Congruence Similarity	Simultaneous Equations
Key Content	Proportion;	Pythagoras	Space diagrams	Proportion	Bisectors	Factorising		Fractions	Vectors	Cubic graphs
	Direct	Trigonometry	Venn Diagrams	FDPR Interest	Loci	Solving	Prisms	Standard Form		Reciprocals
	Indirect		Frequency Trees	Compound Measures		Sketching	Cylinders			
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		
Ratio and proportion				x			x			
Geometry					x	x				x
Probability									x	
Statistics			x							
Key concepts / Vocabulary										
12 or less	Ratios Proportion; Direct Indirect	Right Angled Triangles; Pythagoras Trigonometry	Probability; Space diagrams Venn Diagrams	Multiplicative Reasoning; Proportion FDPR Interest Compound Measures	Construction & Loci; Bisectors Loci	Quadratics; Factorising Solving Sketching	Volume and Surface area of 3D shapes Prisms Cylinders	Indices Fractions Standard Form	Congruence Similarity Vectors	Simultaneous Equations Cubic graphs Reciprocals

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| | <ul style="list-style-type: none">▪ theoretical mathematician▪ mathematician▪ numerical analyst▪ statistician▪ teacher▪ market researcher▪ systems analyst▪ banking▪ government▪ space/aircraft industry▪ lawyer |
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