

# Oakfield Lodge School Mathematics Year 10 Scheme of Learning 2021-2022

Unit	Lessons	Key 'Build a Mathematician' (BAM) Indicators	Essential knowledge
Numbers and the number system	7	<ul style="list-style-type: none"> <li>Apply the four operations with negative numbers</li> <li>Convert numbers into standard form and vice versa</li> <li>Apply the multiplication, division and power laws of indices</li> <li>Convert between terminating decimals and fractions</li> <li>Find a relevant multiplier when solving problems involving proportion</li> <li>Solve problems involving percentage change, including original value problems</li> <li>Factorise an expression by taking out common factors</li> <li>Change the subject of a formula when two steps are required</li> <li>Find and use the nth term for a linear sequence</li> <li>Solve linear equations with unknowns on both sides</li> <li>Plot and interpret graphs of linear functions</li> <li>Apply the formulae for circumference and area of a circle</li> <li>Calculate theoretical probabilities for single events</li> </ul>	<ul style="list-style-type: none"> <li>Know how to write a number as a product of its prime factors</li> <li>Know how to round to significant figures</li> <li>Know the order of operations including powers</li> <li>Know how to enter negative numbers into a calculator</li> <li>Know that <math>a^0 = 1</math></li> <li>Know percentage and decimal equivalents for fractions with a denominator of 3, 5, 8 and 10</li> <li>Know the characteristic shape of a graph of a quadratic function</li> <li>Know how to measure and write bearings</li> <li>Know how to identify alternate angles</li> <li>Know how to identify corresponding angles</li> <li>Know how to find the angle sum of any polygon</li> <li>Know that circumference = <math>2\pi r = \pi d</math></li> <li>Know that area of a circle = <math>\pi r^2</math></li> <li>Know that volume of prism = area of cross-section <math>\times</math> length</li> <li>Know to use the midpoints of groups to estimate the mean of a set of grouped data</li> <li>Know that probability is measured on a 0-1 scale</li> <li>Know that the sum of all probabilities for a single event is 1</li> </ul>
Calculating	14		
Visualising and constructing	9		
Understanding risk I	6		
Algebraic proficiency: tinkering	10		
Exploring fractions, decimals and percentages	5		
Proportional reasoning	11		
Pattern sniffing	4		
Investigating angles	7		
Calculating fractions, decimals and percentages	6		
Solving equations and inequalities	6		
Calculating space	8		
Algebraic proficiency: visualising	11		
Understanding risk II	8		
Presentation of data	4		
Measuring data	6		
Total:	122	Stage 8 BAM Progress Tracker Sheet	

## Maths Calendar

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
Numbers and the number system 8M2 BAM	Calculating 8M1 BAM					Visualising and constructing			Understanding risk I 8M13 BAM	Algebraic proficiency: tinkering 8M3 BAM, 8M7 BAM, 8M8 BAM		
Week 14	Week 15	Week 16	Week 17	Week 18	Week 19	Week 20	Week 21	Week 22	Week 23	Week 24	Week 25	Week 26
Assessment and enrichment	Exploring FDP 8M4 BAM	Proportional reasoning 8M5 BAM				Pattern sniffing 8M9 BAM	Investigating angles			Calculating FDP 8M6 BAM	Solving equations 8M10 BAM	
Week 27	Week 28	Week 29	Week 30	Week 31	Week 32	Week 33	Week 34	Week 35	Week 36	Week 37	Week 38	Week 39
Assessment	Calculating space 8M12 BAM		Algebraic proficiency: visualising 8M11 BAM				Understanding risk II			Pres'n of data	Measuring data	Assessment

**Key concepts (GCSE subject content statements)**

The Big Picture: [Number and Place Value progression map](#)

- use the concepts and vocabulary of prime numbers, highest common factor, lowest common multiple, prime factorisation, including using product notation and the unique factorisation theorem
- round numbers and measures to an appropriate degree of accuracy (e.g. to a specified number of decimal places or significant figures)
- interpret standard form  $A \times 10^n$ , where  $1 \leq A < 10$  and  $n$  is an integer

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Possible themes	Possible key learning points
<ul style="list-style-type: none"> <li>• Identify and use the prime factorisation of a number</li> <li>• Understand and use standard form</li> </ul>	<ul style="list-style-type: none"> <li>• Write a number as a product of its prime factors</li> <li>• Use prime factorisations to find the highest common factor of two numbers</li> <li>• Use prime factorisations to find the lowest common multiple of two numbers</li> <li>• Solve problems using highest common factors or lowest common multiples</li> <li>• Round numbers to a given number of significant figures</li> <li>• Use standard form to write large numbers</li> <li>• Use standard form to write small numbers</li> </ul>

Prerequisites	Mathematical language	Pedagogical notes
<ul style="list-style-type: none"> <li>• Know the meaning of a prime number</li> <li>• Recall prime numbers up to 50</li> <li>• Understand the use of notation for powers</li> <li>• Know how to round to the nearest whole number, 10, 100, 1000 and to decimal places</li> <li>• Multiply and divide numbers by powers of 10</li> <li>• Know how to identify the first significant figure in any number</li> <li>• Approximate by rounding to the first significant figure in any number</li> </ul>	<p>Prime Prime factor Prime factorisation Product Venn diagram Highest common factor Lowest common multiple Standard form Significant figure</p> <p><b>Notation</b> Index notation: e.g. <math>5^3</math> is read as '5 to the power of 3' and means '3 lots of 5 multiplied together' Standard form (see Key concepts) is sometimes called 'standard index form', or more properly, 'scientific notation'</p>	<p>Pupils should explore the ways to enter and interpret numbers in standard form on a scientific calculator. Different calculators may very well have different displays, notations and methods. Liaise with the science department to establish when students first meet the use of standard form, and in what contexts they will be expected to interpret it. NRICH: <a href="#">Divisibility testing</a> NCETM: <a href="#">Glossary</a></p> <p><b>Common approaches</b> <i>The following definition of a prime number should be used in order to minimise confusion about 1: A prime number is a number with exactly two factors.</i> <i>The description 'standard form' is always used instead of 'scientific notation' or 'standard index form'</i></p>
Reasoning opportunities and probing questions	Suggested activities	Possible misconceptions
<ul style="list-style-type: none"> <li>• Show me two (three-digit) numbers with a highest common factor of 18. And another. And another...</li> <li>• Show me two numbers with a lowest common multiple of 240. And another. And another...</li> <li>• Jenny writes <math>7.1 \times 10^{-5} = 0.0000071</math>. Kenny writes <math>7.1 \times 10^{-5} = 0.000071</math>. Who do you agree with? Give reasons for your answer.</li> </ul>	<p>Use the number <a href="#">5040</a> when writing prime factorisations KM: <a href="#">Ben Nevis</a> KM: <a href="#">Astronomical numbers</a> KM: <a href="#">Interesting standard form</a> KM: <a href="#">Powers of ten</a> KM: <a href="#">Maths to Infinity: Standard form Powers of ten</a> film (external site) <a href="#">The scale of the universe</a> animation (external site)</p> <p><b>Learning review</b> KM: <a href="#">8M2 BAM Task</a></p>	<ul style="list-style-type: none"> <li>• Many pupils believe that 1 is a prime number – a misconception which can arise if the definition is taken as 'a number which is divisible by itself and 1'</li> <li>• Some pupils may think <math>35\ 934 = 36</math> to two significant figures</li> <li>• When converting between ordinary and standard form some pupils may incorrectly connect the power to the number of zeros; e.g. <math>4 \times 10^5 = 400\ 000</math> so <math>4.2 \times 10^5 = 4\ 200\ 000</math></li> <li>• Similarly, when working with small numbers (negative powers of 10) some pupils may think that the power indicates how many zeros should be placed between the decimal point and the first non-zero digit</li> </ul>

## Key concepts (GCSE subject content statements)

The Big Picture: [Calculation progression map](#)

- apply the four operations, including formal written methods, to integers, decimals and simple fractions (proper and improper), and mixed numbers – all both positive and negative
- use conventional notation for priority of operations, including brackets, powers, roots and reciprocals

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Possible themes	Possible key learning points	
<ul style="list-style-type: none"> <li>• Calculate with negative numbers</li> <li>• Apply the correct order of operations</li> </ul>	<ul style="list-style-type: none"> <li>• Subtract a number from a smaller number</li> <li>• Add a positive number to a negative number</li> <li>• Subtract a positive number from a negative number</li> <li>• Add a negative number</li> <li>• Subtract a negative number</li> <li>• Multiply a positive number by a negative number</li> <li>• Multiply a negative number by a negative number</li> <li>• Divide a positive number by a negative number</li> <li>• Divide a negative number by a negative number</li> <li>• Square and cube positive and negative numbers</li> <li>• Use a scientific calculator to calculate with negative numbers</li> <li>• Use a scientific calculator to calculate with fractions, both positive and negative</li> <li>• Understand how to use the order of operations including powers</li> <li>• Understand how to use the order of operations including roots</li> </ul>	
Prerequisites	Mathematical language	Pedagogical notes
<ul style="list-style-type: none"> <li>• Fluently recall and apply multiplication facts up to <math>12 \times 12</math></li> <li>• Know and use column addition and subtraction</li> <li>• Know the formal written method of long multiplication</li> <li>• Know the formal written method of short division</li> <li>• Apply the four operations with fractions and mixed numbers</li> <li>• Convert between an improper fraction and a mixed number</li> <li>• Know the order of operations for the four operations and brackets</li> </ul> <p><b>Bring on the Maths*: Moving on up!</b> Number and Place Value: v3</p>	Negative number Directed number Improper fraction Top-heavy fraction Mixed number Operation Inverse Long multiplication Short division Power Indices Roots	Pupils need to know how to enter negative numbers into their calculator and how to interpret the display. The grid method is promoted as a method that aids numerical understanding and later progresses to multiplying algebraic statements. NRICH: <a href="#">Adding and subtracting positive and negative numbers</a> NRICH: <a href="#">History of negative numbers</a> NCETM: <a href="#">Departmental workshop: Operations with Directed Numbers</a> NCETM: <a href="#">Glossary</a>  <b>Common approaches</b> <i>Teachers use the language 'negative number', and not 'minus number', to avoid confusion with calculations</i> <i>Every classroom has a <a href="#">negative number washing line</a> on the wall</i> <i>Long multiplication and short division are to be promoted as the 'most efficient methods'.</i> <i>If any acronym is promoted to help remember the order of operations, then BIDMAS is used as the I stands for indices.</i>
Reasoning opportunities and probing questions	Suggested activities	Possible misconceptions
<ul style="list-style-type: none"> <li>• Convince me that <math>-3 - -7 = 4</math></li> <li>• Show me an example of a calculation involving addition of two negative numbers and the solution <math>-10</math>. And another. And another ...</li> <li>• Create a Carroll diagram with 'addition', 'subtraction' as the column headings and 'one negative number', 'two negative numbers' as the row headings. Ask pupils to create (if possible) a calculation that can be placed in each of the four positions. If they think it is not possible, explain why. Repeat for multiplication and division.</li> </ul>	KM: <a href="#">Summing up</a> KM: <a href="#">Developing negatives</a> KM: <a href="#">Sorting calculations</a> KM: <a href="#">Maths to Infinity: Directed numbers</a> Standards Unit: <a href="#">N9 Evaluating directed number statements</a> NRICH: <a href="#">Working with directed numbers</a>  <b>Learning review</b> KM: <a href="#">8M1 BAM Task</a>	<ul style="list-style-type: none"> <li>• Some pupils may use a rule stated as 'two minuses make a plus' and make many mistakes as a result; e.g. <math>-4 + -6 = 10</math></li> <li>• Some pupils may incorrectly apply the principle of commutativity to subtraction; e.g. <math>4 - 7 = 3</math></li> <li>• The order of operations is often not applied correctly when squaring negative numbers. As a result pupils may think that <math>x^2 = -9</math> when <math>x = -3</math>. The fact that a calculator applies the correct order means that <math>-3^2 = -9</math> and this can actually reinforce the misconception. In this situation brackets should be used as follows: <math>(-3)^2 = 9</math>.</li> </ul>

**Key concepts (GCSE subject content statements)**

The Big Picture: [Properties of Shape progression map](#)

- measure line segments and angles in geometric figures, including interpreting maps and scale drawings and use of bearings
- identify, describe and construct similar shapes, including on coordinate axes, by considering enlargement
- interpret plans and elevations of 3D shapes
- use scale factors, scale diagrams and maps

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Possible themes		Possible key learning points
<ul style="list-style-type: none"> <li>• Explore enlargement of 2D shapes</li> <li>• Use and interpret scale drawings</li> <li>• Use and interpret bearings</li> <li>• Explore ways of representing 3D shapes</li> </ul>		<ul style="list-style-type: none"> <li>• Use the centre and scale factor to carry out an enlargement with a positive integer scale factor</li> <li>• Find the centre of enlargement</li> <li>• Find the scale factor of an enlargement</li> <li>• Use scale diagrams, including maps</li> <li>• Use the concept of scaling in diagrams</li> <li>• Interpret plans and elevations</li> <li>• Understand and use bearings</li> <li>• Construct scale diagrams involving bearings</li> <li>• Solve geometrical problems using bearings</li> </ul>
Prerequisites	Mathematical language	Pedagogical notes
<ul style="list-style-type: none"> <li>• Use a protractor to measure angles to the nearest degree</li> <li>• Use a ruler to measure lengths to the nearest millimetre</li> <li>• Understand coordinates in all four quadrants</li> <li>• Work out a multiplier given two numbers</li> <li>• Understand the concept of an enlargement (no scale factor)</li> </ul>	Similar, Similarity Enlarge, enlargement Scaling Scale factor Centre of enlargement Object Image Scale drawing Bearing Plan, Elevation <b>Notation</b> Bearings are always given as three figures; e.g. 025°. Cartesian coordinates: separated by a comma and enclosed by brackets	Describing enlargement as a ‘scaling’ will help prevent confusion when dealing with fractional scale factors NCETM: <a href="#">Departmental workshops: Enlargement</a> NCETM: <a href="#">Glossary</a>  <b>Common approaches</b> <i>All pupils should experience using dynamic software (e.g. Autograph) to visualise the effect of moving the centre of enlargement, and the effect of varying the scale factor.</i>
Reasoning opportunities and probing questions	Suggested activities	Possible misconceptions
<ul style="list-style-type: none"> <li>• Give an example of a shape and its enlargement (e.g. scale factor 2) with the guidelines drawn on. How many different ways can the scale factor be derived?</li> <li>• Show me an example of a sketch where the bearing of A from B is between 90° and 180°. And another. And another ...</li> <li>• The bearing of A from B is ‘x’. Find the bearing of B from A in terms of ‘x’. Explain why this works.</li> <li>• Provide the plan and elevations of shapes made from some cubes. Challenge pupils to build the shape and place it in the correct orientation.</li> </ul>	KM: <a href="#">Outdoor Leisure 13</a> KM: <a href="#">Airports and hilltops</a> KM: <a href="#">Plans and elevations</a> KM: <a href="#">Transformation template</a> KM: <a href="#">Enlargement I</a> KM: <a href="#">Enlargement II</a> KM: <a href="#">Investigating transformations</a> with Autograph (enlargement and Main Event II). <a href="#">Dynamic example</a> . KM: <a href="#">Solid problems</a> (plans and elevations) KM: <a href="#">Stick on the Maths: plans and elevations</a> WisWeb applet: <a href="#">Building houses</a> NRICH: <a href="#">Who’s the fairest of them all?</a>  <b>Learning review</b> <a href="http://www.diagnosticquestions.com">www.diagnosticquestions.com</a>	<ul style="list-style-type: none"> <li>• Some pupils may think that the centre of enlargement always has to be (0,0), or that the centre of enlargement will be in the centre of the object shape.</li> <li>• If the bearing of A from B is ‘x’, then some pupils may think that the bearing of B from A is ‘180 – x’.</li> <li>• The north elevation is the view of a shape from the north (the north face of the shape), not the view of the shape while facing north.</li> </ul>

**Key concepts (GCSE subject content statements)**

The Big Picture: [Probability progression map](#)

- relate relative expected frequencies to theoretical probability, using appropriate language and the 0 - 1 probability scale
- record describe and analyse the frequency of outcomes of probability experiments using tables
- construct theoretical possibility spaces for single experiments with equally likely outcomes and use these to calculate theoretical probabilities
- apply the property that the probabilities of an exhaustive set of outcomes sum to one

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Possible themes		Possible key learning points
<ul style="list-style-type: none"> <li>• Understand the meaning of probability</li> <li>• Explore experiments and outcomes</li> <li>• Develop understanding of probability</li> </ul>		<ul style="list-style-type: none"> <li>• Know and use the vocabulary of probability</li> <li>• Understand the use of the 0-1 scale to measure probability</li> <li>• List all the outcomes for an experiment, including the use of tables</li> <li>• Work out theoretical probabilities for events with equally likely outcomes</li> <li>• Know that the sum of probabilities for all outcomes is 1</li> <li>• Apply the fact that the sum of probabilities for all outcomes is 1</li> </ul>
Prerequisites	Mathematical language	Pedagogical notes
<ul style="list-style-type: none"> <li>• Understand the equivalence between fractions, decimals and percentages</li> <li>• Compare fractions, decimals or percentages</li> <li>• Simplify a fraction by cancelling common factors</li> </ul>	Probability, Theoretical probability Event Outcome Impossible, Unlikely, Evens chance, Likely, Certain Equally likely Mutually exclusive Exhaustive Possibility space Experiment  <b>Notation</b> Probabilities are expressed as fractions, decimals or percentage. They should not be expressed as ratios (which represent odds) or as words	This is the first time students will meet probability. It is not immediately apparent how to use words to label the middle of the probability scale. 'Evens chance' is a common way to do so, although this can be misleading as it could be argued that there is an even chance of obtaining any number when rolling a fair die. NRICH: <a href="#">Introducing probability</a> NRICH: <a href="#">Why Do People Find Probability Unintuitive and Difficult?</a> NCETM: <a href="#">Glossary</a>  <b>Common approaches</b> <i>Every classroom has a display of a probability scale labeled with words and numbers. Pupils create events and outcomes that are placed on this scale.</i>
Reasoning opportunities and probing questions	Suggested activities	Possible misconceptions
<ul style="list-style-type: none"> <li>• Show me an example of an event and outcome with a probability of 0. And another. And another...</li> <li>• Always / Sometimes / Never: if I pick a card from a pack of playing cards then the probability of picking a club is <math>\frac{1}{4}</math></li> <li>• Label this (eight-sided) spinner so that the probability of scoring a 2 is <math>\frac{1}{4}</math>. How many different ways can you label it?</li> </ul>	KM: <a href="#">Probability scale</a> and <a href="#">slideshow version</a> KM: <a href="#">Probability loop cards</a> NRICH: <a href="#">Dice and spinners interactive</a>  <b>Learning review</b> KM: <a href="#">8M13 BAM Task</a>	<ul style="list-style-type: none"> <li>• Some pupils will initially think that, for example, the probability of it raining tomorrow is <math>\frac{1}{2}</math> as it either will or it won't.</li> <li>• Some students may write a probability as odds (e.g. 1:6 or '1 to 6'). There is a difference between probability and odds, and therefore probabilities must only be written as fractions, decimals or percentages.</li> <li>• Some pupils may think that, for example, if they flip a fair coin three times and obtain three heads, then it must be more than likely they will obtain a head next.</li> </ul>

## Key concepts (GCSE subject content statements)

The Big Picture: [Algebra progression map](#)

- use and interpret algebraic notation, including:  $a^2b$  in place of  $a \times a \times b$ , coefficients written as fractions rather than as decimals
- understand and use the concepts and vocabulary of factors
- simplify and manipulate algebraic expressions by taking out common factors and simplifying expressions involving sums, products and powers, including the laws of indices
- substitute numerical values into scientific formulae
- rearrange formulae to change the subject

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Possible themes		Possible key learning points
<ul style="list-style-type: none"> <li>• Understand the concept of a factor</li> <li>• Understand the notation of algebra</li> <li>• Manipulate algebraic expressions</li> <li>• Evaluate algebraic statements</li> </ul>		<ul style="list-style-type: none"> <li>• Use and interpret algebraic notation, including: <math>a^2b</math> in place of <math>a \times a \times b</math>, coefficients written as fractions rather than as decimals</li> <li>• Simplify an expression involving terms with combinations of variables (e.g. <math>3a^2b + 4ab^2 + 2a^2 - a^2b</math>)</li> <li>• Factorise an algebraic expression by taking out common factors</li> <li>• Simplify expressions using the law of indices for multiplication</li> <li>• Simplify expressions using the law of indices for division</li> <li>• Simplify expressions using the law of indices for powers</li> <li>• Know and use the zero index</li> <li>• Substitute positive and negative numbers into formulae</li> <li>• Change the subject of a formula when one step is required</li> <li>• Change the subject of a formula when two steps are required</li> </ul>
Prerequisites	Mathematical language	Pedagogical notes
<ul style="list-style-type: none"> <li>• Know basic algebraic notation (the rules of algebra)</li> <li>• Simplify an expression by collecting like terms</li> <li>• Know how to multiply a single term over a bracket</li> <li>• Substitute positive numbers into expressions and formulae</li> <li>• Calculate with negative numbers</li> </ul>	Product Variable Term Coefficient Common factor Factorise Power Indices Formula, Formulae Subject Change the subject  <b>Notation</b> See Key concepts above	During this unit pupils should experience factorising a quadratic expression such as $6x^2 + 2x$ . Collaborate with the science department to establish a list of formulae that will be used, and ensure consistency of approach and experience. NCETM: <a href="#">Algebra</a> NCETM: <a href="#">Departmental workshop: Index Numbers</a> NCETM: <a href="#">Departmental workshops: Deriving and Rearranging Formulae</a> NCETM: <a href="#">Glossary</a>  <b>Common approaches</b> <i>Once the laws of indices have been established, all teachers refer to 'like numbers multiplied, add the indices' and 'like numbers divided, subtract the indices. They also generalise to <math>a^m \times a^n = a^{m+n}</math>, etc.</i> <i>When changing the subject of a formula the principle of balancing (doing the same to both sides) must be used rather than a 'change side, change sign' approach.</i>
Reasoning opportunities and probing questions	Suggested activities	Possible misconceptions
<ul style="list-style-type: none"> <li>• Convince me <math>a^0 = 1</math>.</li> <li>• What is wrong with this statement and how can it be corrected: <math>5^2 \times 5^4 = 5^8</math>?</li> <li>• Jenny thinks that if <math>y = 2x + 1</math> then <math>x = (y - 1)/2</math>. Kenny thinks that if <math>y = 2x + 1</math> then <math>x = y/2 - 1</math>. Who do you agree with? Explain your thinking.</li> </ul>	KM: <a href="#">Missing powers</a> KM: <a href="#">Laws of indices</a> . Some useful questions. KM: <a href="#">Maths to Infinity: Indices</a> KM: <a href="#">Scientific substitution</a> (Note that page 2 is hard) NRICH: <a href="#">Temperature</a>  <b>Learning review</b> KM: <a href="#">8M3 BAM Task</a> , <a href="#">8M7 BAM Task</a> , <a href="#">8M8 BAM Task</a>	<ul style="list-style-type: none"> <li>• Some pupils may misapply the order of operation when changing the subject of a formula</li> <li>• Many pupils may think that <math>a^0 = 0</math></li> <li>• Some pupils may not consider <math>4ab</math> and <math>3ba</math> as 'like terms' and therefore will not 'collect' them when simplifying expressions</li> </ul>

## Key concepts (GCSE subject content statements)

The Big Picture: [Fractions, decimals and percentages progression map](#)

- work interchangeably with terminating decimals and their corresponding fractions (such as 3.5 and  $7/2$  or 0.375 or  $3/8$ )

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Possible themes		Possible key learning points	
<ul style="list-style-type: none"> <li>Explore links between fractions, decimals and percentages</li> </ul>		<ul style="list-style-type: none"> <li>Identify if a fraction is terminating or recurring</li> <li>Recall some decimal and fraction equivalents (e.g. tenths, fifths, eighths, thirds, quarters, etc.)</li> <li>Write a terminating decimal as a fraction</li> <li>Write a fraction in its lowest terms by cancelling common factors</li> <li>Use a calculator to change any fraction to a decimal</li> </ul>	
Prerequisites	Mathematical language	Pedagogical notes	
<ul style="list-style-type: none"> <li>Understand that fractions, decimals and percentages are different ways of representing the same proportion</li> <li>Convert between mixed numbers and top-heavy fractions</li> <li>Write one quantity as a fraction of another</li> </ul>	Fraction Mixed number Top-heavy fraction Percentage Decimal Proportion Terminating Recurring Simplify, Cancel  <b>Notation</b> Diagonal and horizontal fraction bar	The diagonal fraction bar (solidus) was first used by Thomas Twining (1718) when recorded quantities of tea. The division symbol (+) is called an obelus, but there is no name for a horizontal fraction bar. NRICH: <a href="#">History of fractions</a> NRICH: <a href="#">Teaching fractions with understanding</a> NCETM: <a href="#">Glossary</a>  <b>Common approaches</b> <i>All pupils should use the horizontal fraction bar to avoid confusion when fractions are coefficients in algebraic situations</i>	
Reasoning opportunities and probing questions	Suggested activities	Possible misconceptions	
<ul style="list-style-type: none"> <li>Without using a calculator, convince me that <math>3/8 = 0.375</math></li> <li>Show me a fraction / decimal / percentage equivalent. And another. And another ...</li> <li>What is the same and what is different: 2.5, 25%, 0.025, <math>\frac{1}{4}</math> ?</li> </ul>	KM: <a href="#">FDP conversion</a> . Templates for taking notes. KM: <a href="#">Fraction sort</a> . Tasks one and two only. KM: <a href="#">Maths to Infinity: Fractions, decimals, percentages, ratio, proportion</a> NRICH: <a href="#">Matching fractions, decimals and percentages</a>  <b>Learning review</b> KM: <a href="#">8M4 BAM Task</a>	<ul style="list-style-type: none"> <li>Some pupils may make incorrect links between fractions and decimals such as thinking that <math>1/5 = 0.15</math></li> <li>Some pupils may think that <math>5\% = 0.5</math>, <math>4\% = 0.4</math>, etc.</li> <li>Some pupils may think it is not possible to have a percentage greater than 100%.</li> </ul>	

**Key concepts (GCSE subject content statements)**

The Big Picture: [Ratio and Proportion progression map](#)

- express the division of a quantity into two parts as a ratio; apply ratio to real contexts and problems (such as those involving conversion, comparison, scaling, mixing, concentrations)
- identify and work with fractions in ratio problems
- understand and use proportion as equality of ratios
- express a multiplicative relationship between two quantities as a ratio or a fraction
- use compound units (such as speed, rates of pay, unit pricing)
- change freely between compound units (e.g. speed, rates of pay, prices) in numerical contexts
- relate ratios to fractions and to linear functions

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Possible themes

- Explore the uses of ratio
- Investigate the connection between ratio and proportion
- Solve problems involving proportional reasoning
- Solve problems involving compound units

Possible key learning points

- Express the division of a quantity into two parts as a ratio
- Understand the connections between ratios and fractions
- Find a relevant multiplier in a situation involving proportion
- Solve ratio problems involving mixing
- Solve ratio problems involving comparison
- Solve ratio problems involving concentrations
- Understand and use compound units
- Convert between units of speed
- Solve problems involving speed
- Solve problems involving rates of pay
- Solve problems involving unit pricing

Prerequisites

- Understand and use ratio notation
- Divide an amount in a given ratio

Mathematical language

Ratio  
 Proportion  
 Proportional  
 Multiplier  
 Speed  
 Unitary method  
 Units  
 Compound unit

**Notation**  
 Kilometres per hour is written as km/h or kmh<sup>-1</sup>  
 Metres per second is written as m/s or ms<sup>-1</sup>

Pedagogical notes

The Bar Model is a powerful strategy for pupils to 're-present' a problem involving ratio.  
 NCETM: [The Bar Model](#)  
 NCETM: [Multiplicative reasoning](#)  
 NCETM: [Departmental workshops: Proportional Reasoning](#)  
 NCETM: [Glossary](#)

**Common approaches**  
*All pupils are taught to set up a 'proportion table' and use it to find the multiplier in situations involving proportion*

Reasoning opportunities and probing questions

- Show me an example of two quantities that will be in proportion. And another. And another ...
  - (Showing a table of values such as the one below) convince me that this information shows a proportional relationship
- |    |    |
|----|----|
| 6  | 9  |
| 10 | 15 |
| 14 | 21 |
- Which is the faster speed: 60 km/h or 10 m/s? Explain why.

Suggested activities

KM: [Proportion for real](#)  
 KM: [Investigating proportionality](#)  
 KM: [Maths to Infinity: Fractions, decimals, percentages, ratio, proportion](#)  
 NRICH: [In proportion](#)  
 NRICH: [Ratio or proportion?](#)  
 NRICH: [Roasting old chestnuts 3](#)  
 Standards Unit: [N6 Developing proportional reasoning](#)

**Learning review**  
 KM: [8M5 BAM Task](#)

Possible misconceptions

- Many pupils will want to identify an additive relationship between two quantities that are in proportion and apply this to other quantities in order to find missing amounts
- Some pupils may think that a multiplier always has to be greater than 1
- When converting between times and units, some pupils may base their working on 100 minutes = 1 hour

**Key concepts (GCSE subject content statements)** The Big Picture: [Algebra progression map](#)

- generate terms of a sequence from either a term-to-term or a position-to-term rule
- deduce expressions to calculate the nth term of linear sequences

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Possible themes	Possible key learning points
<ul style="list-style-type: none"> <li>• Explore sequences</li> </ul>	<ul style="list-style-type: none"> <li>• Generate terms of a sequence from a position-to-term rule</li> <li>• Find the nth term of an ascending linear sequence</li> <li>• Find the nth term of a descending linear sequence</li> <li>• Use the nth term of a sequence to deduce if a given number is in a sequence</li> </ul>

Prerequisites	Mathematical language	Pedagogical notes
<ul style="list-style-type: none"> <li>• Use a term-to-term rule to generate a sequence</li> <li>• Find the term-to-term rule for a sequence</li> <li>• Describe a sequence using the term-to-term rule</li> </ul>	<p>Sequence Linear Term Difference Term-to-term rule Position-to-term rule Ascending Descending</p> <p><b>Notation</b> T(n) is often used when finding the nth term of sequence</p>	<p>Using the nth term for times tables is a powerful way of finding the nth term for any linear sequence. For example, if the pupils understand the 3 times table can be described as '3n' then the linear sequence 4, 7, 10, 13, ... can be described as the 3 times table 'shifted up' one place, hence <math>3n + 1</math>. Exploring statements such as 'is 171 in the sequence 3, 9, 15, 21, 27, ...?' is a very powerful way for pupils to realise that 'term-to-term' rules can be inefficient and therefore 'position-to-term' rules (nth term) are needed.</p> <p>NCETM: <a href="#">Algebra</a> NCETM: <a href="#">Glossary</a></p> <p><b>Common approaches</b> <i>Teachers refer to a sequence such as 2, 5, 8, 11, ... as 'the three times table minus one', to help pupils construct their understanding of the nth term of a sequence.</i> <i>All students have the opportunity to use spreadsheets to generate sequences</i></p>

Reasoning opportunities and probing questions	Suggested activities	Possible misconceptions
<ul style="list-style-type: none"> <li>• Show me a sequence that could be generated using the nth term <math>4n \pm c</math>. And another. And another ...</li> <li>• What's the same, what's different: 4, 7, 10, 13, 16, .... , 2, 5, 8, 11, 14, ... , 4, 9, 14, 19, 24, .... and 4, 10, 16, 22, 28, ...?</li> <li>• The 4<sup>th</sup> term of a linear sequence is 15. Show me the nth term of a sequence with this property. And another. And another ...</li> <li>• Convince me that the nth term of the sequence 2, 5, 8, 11, ... is <math>3n - 1</math>.</li> <li>• Kenny says the 171 is in the sequence 3, 9, 15, 21, 27, ... Do you agree with Kenny? Explain your reasoning.</li> </ul>	<p>KM: <a href="#">Spreadsheet sequences</a> KM: <a href="#">Generating sequences</a> KM: <a href="#">Brackets and sequences</a> KM: <a href="#">Maths to Infinity: Sequences</a> KM: <a href="#">Stick on the Maths: Linear sequences</a> NRICH: <a href="#">Charlie's delightful machine</a> NRICH: <a href="#">A little light thinking</a> NRICH: <a href="#">Go forth and generalise</a></p> <p><b>Learning review</b> KM: <a href="#">8M9 BAM Task</a></p>	<ul style="list-style-type: none"> <li>• Some pupils will think that the nth term of the sequence 2, 5, 8, 11, ... is <math>n + 3</math>.</li> <li>• Some pupils may think that the (2n)th term is double the nth term of a linear sequence.</li> <li>• Some pupils may think that sequences with nth term of the form '<math>ax \pm b</math>' must start with 'a'.</li> </ul>

## Key concepts (GCSE subject content statements)

The Big Picture: [Position and direction progression map](#)

- understand and use alternate and corresponding angles on parallel lines
- derive and use the sum of angles in a triangle (e.g. to deduce and use the angle sum in any polygon, and to derive properties of regular polygons)

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Possible themes	Possible key learning points	
<ul style="list-style-type: none"> <li>• Develop knowledge of angles</li> <li>• Explore geometrical situations involving parallel lines</li> </ul>	<ul style="list-style-type: none"> <li>• Solve missing angle problems involving alternate angles</li> <li>• Solve missing angle problems involving corresponding angles</li> <li>• Use knowledge of alternate and corresponding angles to calculate missing angles in geometrical diagrams</li> <li>• Establish the fact that angles in a triangle must total <math>180^\circ</math></li> <li>• Establish the size of an interior angle in a regular polygon</li> <li>• Establish the size of an exterior angle in a regular polygon</li> <li>• Solve missing angle problems in polygons</li> </ul>	
Prerequisites	Mathematical language	Pedagogical notes
<ul style="list-style-type: none"> <li>• Use angles at a point, angles at a point on a line and vertically opposite angles to calculate missing angles in geometrical diagrams</li> <li>• Know that the angles in a triangle total <math>180^\circ</math></li> </ul>	Degrees Right angle, acute angle, obtuse angle, reflex angle Vertically opposite Geometry, geometrical Parallel Alternate angles, corresponding angles Interior angle, exterior angle Regular polygon  <b>Notation</b> Dash notation to represent equal lengths in shapes and geometric diagrams Arrow notation to show parallel lines	The KM: <a href="#">Perplexing parallels</a> resource is a great way for pupils to discover practically the facts for alternate and corresponding angles. Pupils have established the fact that angles in a triangle total $180^\circ$ in Stage 7. However, using alternate angles they are now able to prove this fact. Encourage pupils to draw regular and irregular convex polygons to discover the sum of the interior angles = $(n - 2) \times 180^\circ$ . NCETM: <a href="#">Glossary</a>  <b>Common approaches</b> <i>Teachers insist on correct mathematical language (and not F-angles or Z-angles for example)</i>
Reasoning opportunities and probing questions	Suggested activities	Possible misconceptions
<ul style="list-style-type: none"> <li>• Show me a pair of alternate (corresponding) angles. And another. And another ...</li> <li>• Jenny thinks that hexagons are the only polygon that tessellates. Do you agree? Explain your reasoning.</li> <li>• Convince me that the angles in a triangle total <math>180^\circ</math>.</li> <li>• Convince me that the interior angle of a pentagon is <math>540^\circ</math>.</li> <li>• Always/ Sometimes/ Never: The sum of the interior angles of an n-sided polygon can be calculated using <math>\text{sum} = (n - 2) \times 180^\circ</math>.</li> <li>• Always/ Sometimes/ Never: The sum of the exterior angles of a polygon is <math>360^\circ</math>.</li> </ul>	KM: <a href="#">Alternate and corresponding angles</a> KM: <a href="#">Perplexing parallels</a> KM: <a href="#">Investigating polygons</a> KM: <a href="#">Maths to Infinity: Lines and angles</a> KM: <a href="#">Stick on the Maths: Alternate and corresponding angles</a> KM: <a href="#">Stick on the Maths: Geometrical problems</a> NRICH: <a href="#">Ratty</a>	<ul style="list-style-type: none"> <li>• Some pupils may think that alternate and/or corresponding angles have a total of <math>180^\circ</math> rather than being equal.</li> <li>• Some pupils may think that the sum of the interior angles of an n-sided polygon can be calculated using <math>\text{Sum} = n \times 180^\circ</math>.</li> <li>• Some pupils may think that the sum of the exterior angles increases as the number of sides of the polygon increases.</li> </ul>

**Key concepts (GCSE subject content statements)**

The Big Picture: [Fractions, decimals and percentages progression map](#)

- interpret fractions and percentages as operators
- work with percentages greater than 100%
- solve problems involving percentage change, including original value problems, and simple interest including in financial mathematics
- calculate exactly with fractions

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Possible themes		Possible key learning points
<ul style="list-style-type: none"> <li>• Calculate with fractions</li> <li>• Calculate with percentages</li> </ul>		<ul style="list-style-type: none"> <li>• Identify the multiplier for a percentage increase or decrease when the percentage is greater than 100%</li> <li>• Use calculators to increase an amount by a percentage greater than 100%</li> <li>• Solve problems involving percentage change</li> <li>• Solve original value problems when working with percentages</li> <li>• Solve financial problems including simple interest</li> <li>• Solve problems that require exact calculation with fractions</li> </ul>
Prerequisites	Mathematical language	Pedagogical notes
<ul style="list-style-type: none"> <li>• Apply the four operations to proper fractions, improper fractions and mixed numbers</li> <li>• Use calculators to find a percentage of an amount using multiplicative methods</li> <li>• Identify the multiplier for a percentage increase or decrease</li> <li>• Use calculators to increase (decrease) an amount by a percentage using multiplicative methods</li> <li>• Know that percentage change = actual change ÷ original amount</li> </ul>	Proper fraction, improper fraction, mixed number Simplify, cancel, lowest terms Percent, percentage Percentage change Original amount Multiplier (Simple) interest Exact  <b>Notation</b> Mixed number notation Horizontal / diagonal bar for fractions	The bar model is a powerful strategy for pupils to 're-present' a problem involving percentage change. Only simple interest should be explored in this unit. Compound interest will be developed later. NCETM: <a href="#">The Bar Model</a> NCETM: <a href="#">Glossary</a>  <b>Common approaches</b> <i>When adding and subtracting mixed numbers pupils are taught to convert to improper fractions as a general strategy</i> <i>Teachers use the horizontal fraction bar notation at all times</i>
Reasoning opportunities and probing questions	Suggested activities	Possible misconceptions
<ul style="list-style-type: none"> <li>• Convince me that the multiplier for a 150% increase is 2.5</li> <li>• Kenny buys a poncho in a 25% sale. The sale price is £40. Kenny thinks that the original is £50. Do you agree with Kenny? Explain your answer.</li> <li>• Jenny thinks that increasing an amount by 200% is the same as multiplying by 3. Do you agree with Jenny? Explain your answer.</li> </ul>	KM: <a href="#">Stick on the Maths: Proportional reasoning</a> KM: <a href="#">Stick on the Maths: Multiplicative methods</a> KM: <a href="#">Percentage identifying</a> NRICH: <a href="#">One or both</a> NRICH: <a href="#">Antiques roadshow</a>  <b>Learning review</b> KM: <a href="#">8M6 BAM Task</a>	<ul style="list-style-type: none"> <li>• Some pupils may think that the multiplier for a 150% increase is 1.5</li> <li>• Some pupils may think that increasing an amount by 200% is the same as doubling.</li> <li>• In isolation, pupils may be able to solve original value problems confidently. However, when it is necessary to identify the type of percentage problem, many pupils will apply a method for a more simple percentage increase / decrease problem. If pupils use models (e.g. the bar model, or proportion tables) to represent all problems then they are less likely to make errors in identifying the type of problem.</li> </ul>

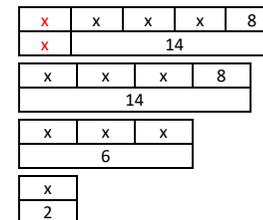
**Key concepts (GCSE subject content statements)**

The Big Picture: [Algebra progression map](#)

- solve linear equations with the unknown on both sides of the equation
- find approximate solutions to linear equations using a graph

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Possible themes		Possible key learning points
<ul style="list-style-type: none"> <li>• Solve linear equations with the unknown on one side</li> <li>• Solve linear equations with the unknown on both sides</li> <li>• Explore connections between graphs and equations</li> </ul>		<ul style="list-style-type: none"> <li>• Solve linear equations with the unknown on one side when calculating with negative numbers is required</li> <li>• Solve linear equations with the unknown on both sides when the solution is a whole number</li> <li>• Solve linear equations with the unknown on both sides when the solution is a fraction</li> <li>• Solve linear equations with the unknown on both sides when the solution is a negative number</li> <li>• Solve linear equations with the unknown on both sides when the equation involves brackets</li> <li>• Recognise that the point of intersection of two graphs corresponds to the solution of a connected equation</li> </ul>
Prerequisites	Mathematical language	Pedagogical notes
<ul style="list-style-type: none"> <li>• Choose the required inverse operation when solving an equation</li> <li>• Solve linear equations by balancing when the solution is a whole number or a fraction</li> </ul>	Algebra, algebraic, algebraically Unknown Equation Operation Solve Solution Brackets Symbol Substitute Graph Point of intersection  <b>Notation</b> The lower case and upper case of a letter should not be used interchangeably when worked with algebra Juxtaposition is used in place of 'x'. 2a is used rather than a2. Division is written as a fraction	This unit builds on the work solving linear equations with unknowns on one side in Stage 7. It is essential that pupils are secure with solving these equations before moving onto unknowns on both sides. Encourage pupils to 're-present' the problem using the Bar Model. NCETM: <a href="#">The Bar Model</a> NCETM: <a href="#">Algebra</a> NCETM: <a href="#">Glossary</a>  <b>Common approaches</b> All pupils should solve equations by balancing: $4x + 8 = 14 + x$ $-x \quad -x$ $3x + 8 = 14$ $-8 \quad -8$ $3x = 6$ $\div 3 \quad \div 3$ $x = 2$
Reasoning opportunities and probing questions	Suggested activities	Possible misconceptions
<ul style="list-style-type: none"> <li>• Show me an (one-step, two-step) equation with a solution of -8 (negative, fractional solution). And another. And another ...</li> <li>• Show me a two-step equation that is 'easy' to solve. And another. And another ...</li> <li>• What's the same, what's different: <math>2x + 7 = 25</math>, <math>3x + 7 = x + 25</math>, <math>x + 7 = 7 - x</math>, <math>4x + 14 = 50</math> ?</li> <li>• Convince me how you could use graphs to find solutions, or estimates, for equations.</li> </ul>	KM: <a href="#">Solving equations</a> KM: <a href="#">Stick on the Maths: Constructing and solving equations</a> NRICH: <a href="#">Think of Two Numbers</a>  <b>Learning review</b> KM: <a href="#">8M10 BAM Task</a>	<ul style="list-style-type: none"> <li>• Some pupils may think that you always have to manipulate the equation to have the unknowns on the LHS of the equal sign, for example <math>2x - 3 = 6x + 6</math></li> <li>• Some pupils think if <math>4x = 2</math> then <math>x = 2</math>.</li> <li>• When solving equations of the form <math>2x - 8 = 4 - x</math>, some pupils may subtract 'x' from both sides.</li> </ul>



**Key concepts (GCSE subject content statements)**

The Big Picture: [Measurement and mensuration progression map](#)

- compare lengths, areas and volumes using ratio notation
- calculate perimeters of 2D shapes, including circles
- identify and apply circle definitions and properties, including: centre, radius, chord, diameter, circumference
- know the formulae: circumference of a circle =  $2\pi r = \pi d$ , area of a circle =  $\pi r^2$
- calculate areas of circles and composite shapes
- know and apply formulae to calculate volume of right prisms (including cylinders)

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Possible themes		Possible key learning points
<ul style="list-style-type: none"> <li>• Investigate circles</li> <li>• Discover pi</li> <li>• Solve problems involving circles</li> <li>• Explore prisms and cylinders</li> </ul>		<ul style="list-style-type: none"> <li>• Know circle definitions and properties, including: centre, radius, chord, diameter, circumference</li> <li>• Calculate the circumference of a circle when radius or diameter is given</li> <li>• Calculate the perimeter of composite shapes that include sections of a circle</li> <li>• Calculate the area of a circle when radius or diameter is given</li> <li>• Calculate the area of composite shapes that include sections of a circle</li> <li>• Calculate the volume of a right prism</li> <li>• Calculate the volume of a cylinder</li> <li>• Compare lengths, areas and volumes using ratio notation</li> </ul>
Prerequisites	Mathematical language	Pedagogical notes
<ul style="list-style-type: none"> <li>• Know how to use formulae to find the area of rectangles, parallelograms, triangles and trapezia</li> <li>• Know how to find the area of compound shapes</li> </ul>	Circle Centre Radius, diameter, chord, circumference Pi (Right) prism Cross-section Cylinder Polygon, polygonal Solid  <b>Notation</b> $\pi$ Abbreviations of units: km, m, cm, mm, mm <sup>2</sup> , cm <sup>2</sup> , m <sup>2</sup> , km <sup>2</sup> , mm <sup>3</sup> , cm <sup>3</sup> , km <sup>3</sup>	<p><math>C = \pi d</math> can be established by investigating the ratio of the circumference to the diameter of circular objects (wheel, clock, tins, glue sticks, etc.) Pupils need to understand this formula in order to derive <math>A = \pi r^2</math>.                      A prism is a solid with constant polygonal cross-section. A right prism is a prism with a cross-section that is perpendicular to the 'length'.                      NCETM: <a href="#">Glossary</a></p> <p><b>Common approaches</b>  <i>The area of a circle is derived by cutting a circle into many identical sectors and approximating a parallelogram</i>  <i>Every classroom has a set of <a href="#">area posters</a> on the wall</i>  <i>The formula for the volume of a prism is 'area of cross-section × length' even if the orientation of the solid suggests that height is required</i>  <i>Pupils use area of a trapezium = <math>\frac{(a+b)h}{2}</math> and area of a triangle = <math>area = \frac{bh}{2}</math></i></p>
Reasoning opportunities and probing questions	Suggested activities	Possible misconceptions
<ul style="list-style-type: none"> <li>• Convince me <math>C = 2\pi r = \pi d</math>.</li> <li>• What is wrong with this statement? How can you correct it? The area of a circle with radius 7 cm is approximately 441 cm<sup>2</sup> because <math>(3 \times 7)^2 = 441</math>.</li> <li>• Convince me that the area of a semi-circle = <math>\frac{\pi d^2}{8}</math></li> <li>• Name a right prism. And another. And another ...</li> <li>• Convince me that a cylinder is not a prism</li> </ul>	KM: <a href="#">Circle connections</a> , <a href="#">Circle connections v2</a> KM: <a href="#">Circle circumferences</a> , <a href="#">Circle problems</a> KM: <a href="#">Circumference searching</a> KM: <a href="#">Maths to Infinity: Area and Volume</a> KM: <a href="#">Stick on the Maths: Circumference and area of a circle</a> KM: <a href="#">Stick on the Maths: Right prisms</a> NRICH: <a href="#">Blue and White</a> NRICH: <a href="#">Efficient Cutting</a> NRICH: <a href="#">Cola Can</a> <b>Learning review</b> KM: <a href="#">8M12 BAM Task</a>	<ul style="list-style-type: none"> <li>• Some pupils will work out <math>(\pi \times \text{radius})^2</math> when finding the area of a circle</li> <li>• Some pupils may use the sloping height when finding cross-sectional areas that are parallelograms, triangles or trapezia</li> <li>• Some pupils may think that the area of a triangle = base × height</li> <li>• Some pupils may think that you multiply all the numbers to find the volume of a prism</li> <li>• Some pupils may confuse the concepts of surface area and volume</li> </ul>

## Key concepts (GCSE subject content statements)

The Big Picture: [Algebra progression map](#)

- plot graphs of equations that correspond to straight-line graphs in the coordinate plane
- identify and interpret gradients and intercepts of linear functions graphically
- recognise, sketch and interpret graphs of linear functions and simple quadratic functions
- plot and interpret graphs and graphs of non-standard (*piece-wise linear*) functions in real contexts, to find approximate solutions to problems such as simple kinematic problems involving distance and speed

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Possible themes		Possible key learning points
<ul style="list-style-type: none"> <li>• Plot and interpret linear graphs</li> <li>• Plot and quadratic graphs</li> <li>• Model real situations using linear graphs</li> </ul>		<ul style="list-style-type: none"> <li>• Know that graphs of functions of the form <math>y = mx + c</math>, <math>x \pm y = c</math> and <math>ax \pm by = c</math> are linear</li> <li>• Plot graphs of functions of the form <math>y = mx \pm c</math></li> <li>• Plot graphs of functions of the form <math>ax \pm by = c</math></li> <li>• Find the gradient of a straight line on a unit grid</li> <li>• Find the y-intercept of a straight line</li> <li>• Sketch linear graphs</li> <li>• Distinguish between a linear and quadratic graph</li> <li>• Plot graphs of quadratic functions of the form <math>y = x^2 \pm c</math></li> <li>• Sketch a simple quadratic graph</li> <li>• Plot and interpret graphs of piece-wise linear functions in real contexts</li> <li>• Plot and interpret distance-time graphs (speed-time graphs) including approximate solutions to kinematic problems</li> </ul>
Prerequisites	Mathematical language	Pedagogical notes
<ul style="list-style-type: none"> <li>• Use coordinates in all four quadrants</li> <li>• Write the equation of a line parallel to the x-axis or the y-axis</li> <li>• Draw a line parallel to the x-axis or the y-axis given its equation</li> <li>• Identify the lines <math>y = x</math> and <math>y = -x</math></li> <li>• Draw the lines <math>y = x</math> and <math>y = -x</math></li> <li>• Substitute positive and negative numbers into formulae</li> </ul>	Plot Equation (of a graph) Function Formula Linear Coordinate plane Gradient y-intercept Substitute Quadratic Piece-wise linear Model Kinematic, Speed, Distance  <b>Notation</b> $y = mx + c$	When plotting graphs of functions of the form $y = mx + c$ a table of values can be useful. Note that negative number inputs can cause difficulties. Pupils should be aware that the values they have found for linear functions should correspond to a straight line. NCETM: <a href="#">Glossary</a>  <b>Common approaches</b> <i>Pupils are taught to use positive numbers wherever possible to reduce potential difficulties with substitution of negative numbers</i> <i>Students plot points with a 'x' and not '•'</i> <i>Students draw graphs in pencil</i> <i>All pupils use dynamic geometry software to explore graphs of functions</i>
Reasoning opportunities and probing questions	Suggested activities	Possible misconceptions
<ul style="list-style-type: none"> <li>• Draw a distance-time graph of your journey to school. Explain the key features.</li> <li>• Show me a point on this line (e.g. <math>y = 2x + 1</math>). And another, and another ...</li> <li>• (Given an appropriate distance-time graph) convince me that Kenny is stationary between 10:00 a.m. and 10:45 a.m.</li> </ul>	KM: <a href="#">Plotting graphs</a> KM: <a href="#">Matching graphs</a> KM: <a href="#">Matching graphs (easy)</a> KM: <a href="#">Autograph 1</a> KM: <a href="#">Autograph 2</a> KM: <a href="#">The hare and the tortoise</a>  <b>Learning review</b> KM: <a href="#">8M11 BAM Task</a>	<ul style="list-style-type: none"> <li>• When plotting linear graphs some pupils may draw a line segment that stops at the two most extreme points plotted</li> <li>• Some pupils may think that a sketch is a very rough drawing. It should still identify key features, and look neat, but will not be drawn to scale</li> <li>• Some pupils may think that a positive gradient on a distance-time graph corresponds to a section of the journey that is uphill</li> <li>• Some pupils may think that the graph <math>y = x^2 + c</math> is the graph of <math>y = x^2</math> translated horizontally.</li> </ul>

**Key concepts (GCSE subject content statements)**

The Big Picture: [Probability progression map](#)

- apply systematic listing strategies
- record describe and analyse the frequency of outcomes of probability experiments using frequency trees
- enumerate sets and combinations of sets systematically, using tables, grids and Venn diagrams
- construct theoretical possibility spaces for combined experiments with equally likely outcomes and use these to calculate theoretical probabilities
- apply ideas of randomness, fairness and equally likely events to calculate expected outcomes of multiple future experiments

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Possible themes		Possible key learning points
<ul style="list-style-type: none"> <li>• Explore experiments and outcomes</li> <li>• Develop understanding of probability</li> <li>• Use probability to make predictions</li> </ul>		<ul style="list-style-type: none"> <li>• List all elements in a combination of sets using a Venn diagram</li> <li>• List outcomes of an event systematically</li> <li>• Use a table to list all outcomes of an event</li> <li>• Use frequency trees to record outcomes of probability experiments</li> <li>• Construct theoretical possibility spaces for combined experiments with equally likely outcomes</li> <li>• Calculate probabilities using a possibility space</li> <li>• Use theoretical probability to calculate expected outcomes</li> <li>• Use experimental probability to calculate expected outcomes</li> </ul>
Prerequisites	Mathematical language	Pedagogical notes
<ul style="list-style-type: none"> <li>• Convert between fractions, decimals and percentages</li> <li>• Understand the use of the 0-1 scale to measure probability</li> <li>• Work out theoretical probabilities for events with equally likely outcomes</li> <li>• Know how to represent a probability</li> <li>• Know that the sum of probabilities for all outcomes is 1</li> </ul>	Outcome Event Experiment, Combined experiment Frequency tree Enumerate Set Venn diagram Possibility space, sample space Equally likely outcomes Theoretical probability Random Bias, Fairness Relative frequency  <b>Notation</b> P(A) for the probability of event A Probabilities are expressed as fractions, decimals or percentage. They should not be expressed as ratios (which represent odds) or as words	The Venn diagram was invented by John Venn (1834 – 1923) NCETM: <a href="#">Glossary</a>  <b>Common approaches</b> <i>All students are taught to use 'DIME' probability recording charts</i> <i>All classes carry out the 'race game' as a simulated horse race with horses numbered 1 to 12</i>
Reasoning opportunities and probing questions	Suggested activities	Possible misconceptions
<ul style="list-style-type: none"> <li>• Show me a way of listing all outcomes when two coins are flipped</li> <li>• Convince me that there are more than 12 outcomes when two six-sided dice are rolled</li> <li>• Convince me that 7 is the most likely total when two dice are rolled</li> </ul>	KM: <a href="#">Sample spaces</a> KM: <a href="#">Race game</a> Hwb: <a href="#">Q37</a> , <a href="#">Q79</a> KM: <a href="#">Stick on the Maths L4HD3</a> NRICH: <a href="#">Prize Giving</a> (frequency trees)	<ul style="list-style-type: none"> <li>• Some students may think that there are only three outcomes when two coins are flipped, or that there are only six outcomes when three coins are flipped</li> <li>• Some students may think that there are 12 unique outcomes when two dice are rolled</li> <li>• Some students may think that there are 12 possible totals when two dice are rolled</li> </ul>

**Key concepts (GCSE subject content statements)**

The Big Picture: [Statistics progression map](#)

- interpret, analyse and compare the distributions of data sets from univariate empirical distributions through appropriate graphical representation involving discrete, continuous and grouped data
- use and interpret scatter graphs of bivariate data
- recognise correlation

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Possible themes		Possible key learning points
<ul style="list-style-type: none"> <li>• Explore types of data</li> <li>• Construct and interpret graphs</li> <li>• Select appropriate graphs and charts</li> </ul>		<ul style="list-style-type: none"> <li>• Construct and interpret a grouped frequency table for continuous data</li> <li>• Construct and interpret histograms for grouped data with equal class intervals</li> <li>• Plot a scatter diagram of bivariate data</li> <li>• Interpret a scatter diagram using understanding of correlation</li> </ul>
Prerequisites	Mathematical language	Pedagogical notes
<ul style="list-style-type: none"> <li>• Know the meaning of discrete data</li> <li>• Interpret and construct frequency tables</li> <li>• Construct and interpret pictograms, bar charts, pie charts, tables and vertical line charts</li> </ul>	Data Categorical data, Discrete data Continuous data, Grouped data Table, Frequency table Frequency Histogram Scale, Graph Axis, axes Scatter graph (scatter diagram, scattergram, scatter plot) Bivariate data (Linear) Correlation Positive correlation, Negative correlation  <b>Notation</b> Correct use of inequality symbols when labeling groups in a frequency table	The word histogram is often misused and an internet search of the word will usually reveal a majority of non-histograms. The correct definition is 'a diagram made of rectangles whose areas are proportional to the frequency of the group'. If the class widths are equal, as they are in this unit of work, then the vertical axis shows the frequency. It is only later that pupils need to be introduced to unequal class widths and frequency density. Lines of best fit on scatter diagrams are not introduced until Stage 9, although pupils may well have encountered both lines and curves of best fit in science by this time. NCETM: <a href="#">Glossary</a>  <b>Common approaches</b> <i>All students collect data about their class's height and armspan when first constructing a scatter diagram</i>
Reasoning opportunities and probing questions	Suggested activities	Possible misconceptions
<ul style="list-style-type: none"> <li>• Show me a scatter graph with positive (negative, no) correlation. And another. And another.</li> <li>• Kenny thinks that 'frequency diagram' is just a 'fancy' name for a bar chart. Do you agree with Kenny? Explain your answer.</li> <li>• What's the same and what's different: scatter diagram, bar chart, pie chart?</li> <li>• Always/Sometimes/Never: A scatter graph shows correlation</li> </ul>	KM: Make a 'human' scatter graph by asking pupils to stand at different points on a giant set of axes. KM: <a href="#">Gathering data</a> KM: <a href="#">Spreadsheet statistics</a> KM: <a href="#">Stick on the Maths HD2: Selecting and constructing graphs and charts</a> KM: <a href="#">Stick on the Maths HD3: Working with grouped data</a>	<ul style="list-style-type: none"> <li>• Some pupils may label the bar of a histogram rather than the boundaries of the bars</li> <li>• Some pupils may think that there are gaps between the bars in a histogram</li> <li>• Some pupils may misuse the inequality symbols when working with a grouped frequency table</li> </ul>

**Key concepts (GCSE subject content statements)**

The Big Picture: [Statistics progression map](#)

- interpret, analyse and compare the distributions of data sets from univariate empirical distributions through appropriate measures of central tendency (median, mean, mode and modal class) and spread (range, including consideration of outliers)
- apply statistics to describe a population

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Possible themes		Possible key learning points
<ul style="list-style-type: none"> <li>• Investigate averages</li> <li>• Explore ways of summarising data</li> <li>• Analyse and compare sets of data</li> </ul>		<ul style="list-style-type: none"> <li>• Find the modal class of set of grouped data</li> <li>• Find the class containing the median of a set of data</li> <li>• Calculate an estimate of the mean from a grouped frequency table</li> <li>• Estimate the range from a grouped frequency table</li> <li>• Analyse and compare sets of data, appreciating the limitations of different statistics (mean, median, mode, range)</li> <li>• Choose appropriate statistics to describe a set of data</li> </ul>
Prerequisites	Mathematical language	Pedagogical notes
<ul style="list-style-type: none"> <li>• Understand the mean, mode and median as measures of typicality (or location)</li> <li>• Find the mean, median, mode and range of a set of data</li> <li>• Find the mean, median, mode and range from a frequency table</li> </ul>	Average Spread Consistency Mean Median Mode Range Statistic Statistics Approximate, Round Calculate an estimate Grouped frequency Midpoint  <b>Notation</b> Correct use of inequality symbols when labeling groups in a frequency table	The word 'average' is often used synonymously with the mean, but it is only one type of average. In fact, there are several different types of mean (the one in this unit properly being named as the 'arithmetic mean'). NCETM: <a href="#">Glossary</a>  <b>Common approaches</b> <i>Every classroom has a set of <a href="#">statistics posters</a> on the wall</i> <i>All students are taught to use mathematical presentation correctly when calculating and rounding solutions, e.g. <math>(21 + 56 + 35 + 12) \div 30 = 124 \div 30 = 41.3</math> to 1 d.p.</i>
Reasoning opportunities and probing questions	Suggested activities	Possible misconceptions
<ul style="list-style-type: none"> <li>• Show me an example of an outlier. And another. And another.</li> <li>• Convince me why the mean from a grouped set of data is only an estimate.</li> <li>• What's the same and what's different: mean, modal class, median, range?</li> <li>• Always/Sometimes/Never: A set of grouped data will have one modal class</li> <li>• Convince me how to estimate the range for grouped data.</li> </ul>	KM: <a href="#">Swillions</a> KM: <a href="#">Lottery project</a> NRICH: <a href="#">Half a Minute</a>	<ul style="list-style-type: none"> <li>• Some pupils may incorrectly estimate the mean by dividing the total by the numbers of groups rather than the total frequency.</li> <li>• Some pupils may incorrectly think that there can only be one modal class.</li> <li>• Some pupils may incorrectly estimate the range of grouped data by subtracting the upper bound of the first group from the lower bound of the last group.</li> </ul>