

# Oakfield Lodge School Mathematics Year 11 Scheme of Learning 2021-2022

Unit	Lessons	Key 'Build a Mathematician' (BAM) Indicators	Essential knowledge
Calculating	14	<ul style="list-style-type: none"> <li>Calculate with roots and integer indices</li> <li>Manipulate algebraic expressions by expanding the product of two binomials</li> <li>Manipulate algebraic expressions by factorising a quadratic expression of the form <math>x^2 + bx + c</math></li> <li>Understand and use the gradient of a straight line to solve problems</li> <li>Solve two linear simultaneous equations algebraically and graphically</li> <li>Plot and interpret graphs of quadratic functions</li> <li>Change freely between compound units</li> <li>Use ruler and compass methods to construct the perpendicular bisector of a line segment and to bisect an angle</li> <li>Solve problems involving similar shapes</li> <li>Calculate exactly with multiples of <math>\pi</math></li> <li>Apply Pythagoras' theorem in two dimensions</li> <li>Use geometrical reasoning to construct simple proofs</li> <li>Use tree diagrams to list outcomes</li> </ul>	<ul style="list-style-type: none"> <li>Know how to interpret the display on a scientific calculator when working with standard form</li> <li>Know the difference between direct and inverse proportion</li> <li>Know how to represent an inequality on a number line</li> <li>Know that the point of intersection of two lines represents the solution to the corresponding simultaneous equations</li> <li>Know the meaning of a quadratic sequence</li> <li>Know the characteristic shape of the graph of a cubic function</li> <li>Know the characteristic shape of the graph of a reciprocal function</li> <li>Know the definition of speed</li> <li>Know the definition of density</li> <li>Know the definition of pressure</li> <li>Know Pythagoras' theorem</li> <li>Know the definitions of arc, sector, tangent and segment</li> <li>Know the conditions for congruent triangles</li> </ul>
Visualising and constructing	9		
Algebraic proficiency: tinkering	10		
Proportional reasoning	14		
Pattern sniffing	7		
Solving equations and inequalities I	8		
Calculating space	10		
Conjecturing	7		
Algebraic proficiency: visualising	17		
Solving equations and inequalities II	10		
Understanding risk	8		
Presentation of data	8		
Total:	122		

## 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
Calculating 9M1 BAM				Visualising and constructing 9M8 BAM			Algebraic proficiency: tinkering 9M2 BAM, 9M3 BAM			Proportional reasoning 9M7 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		Pattern sniffing		Solving equations and inequalities I			Calculating space 9M10 BAM, 9M11 BAM			Algebra: visualising		Understanding risk 9M13 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
Presentation of data	Targeted Revision				Targeted Revision			Assessment				



## Key concepts (GCSE subject content statements)

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

- calculate with roots, and with integer indices
- calculate with standard form  $A \times 10^n$ , where  $1 \leq A < 10$  and  $n$  is an integer
- use inequality notation to specify simple error intervals due to truncation or rounding
- apply and interpret limits of accuracy

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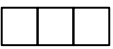
Possible themes	Possible key learning points	
<ul style="list-style-type: none"> <li>• Calculate with powers and roots</li> <li>• Explore the use of standard form</li> <li>• Explore the effects of rounding</li> </ul>	<ul style="list-style-type: none"> <li>• Calculate with positive indices</li> <li>• Calculate with roots</li> <li>• Calculate with negative indices in the context of standard form</li> <li>• Use a calculator to evaluate numerical expressions involving powers</li> <li>• Use a calculator to evaluate numerical expressions involving roots</li> <li>• Add numbers written in standard form</li> <li>• Subtract numbers written in standard form</li> <li>• Multiply numbers written in standard form</li> <li>• Divide numbers written in standard form</li> <li>• Use standard form on a scientific calculator including interpreting the standard form display of a scientific calculator</li> <li>• Understand the difference between truncating and rounding</li> <li>• Identify the minimum and maximum values of an amount that has been rounded (to nearest <math>x</math>, <math>x</math> d.p., <math>x</math> s.f.)</li> <li>• Use inequalities to describe the range of values for a rounded value</li> <li>• Solve problems involving the maximum and minimum values of an amount that has been rounded</li> </ul>	
Prerequisites	Mathematical language	Pedagogical notes
<ul style="list-style-type: none"> <li>• Know the meaning of powers</li> <li>• Know the meaning of roots</li> <li>• Know the multiplication and division laws of indices</li> <li>• Understand and use standard form to write numbers</li> <li>• Interpret a number written in standard form</li> <li>• Round to a given number of decimal places or significant figures</li> <li>• Know the meaning of the symbols <math>&lt;</math>, <math>&gt;</math>, <math>\leq</math>, <math>\geq</math></li> </ul> KM: <a href="#">Calculating powers recap</a>	Power Root Index, Indices Standard form Inequality Truncate Round Minimum, Maximum Interval Decimal place Significant figure  <b>Notation</b> Standard form: $A \times 10^n$ , where $1 \leq A < 10$ and $n$ is an integer Inequalities: e.g. $x > 3$ , $-2 < x \leq 5$	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. NCETM: <a href="#">Departmental workshops: Index Numbers</a> NCETM: <a href="#">Glossary</a>  <b>Common approaches</b> <i>The description 'standard form' is always used instead of 'scientific notation' or 'standard index form'.</i> <i>Standard form is used to introduce the concept of calculating with negative indices.</i> <i>The link between <math>10^{-n}</math> and <math>1/10^n</math> can be established.</i> <i>The language 'negative number' is used instead of 'minus number'.</i>
Reasoning opportunities and probing questions	Suggested activities	Possible misconceptions
<ul style="list-style-type: none"> <li>• Kenny thinks this number is written in standard form: <math>23 \times 10^7</math>. Do you agree with Kenny? Explain your answer.</li> <li>• When a number '<math>x</math>' is rounded to 2 significant figures the result is 70. Jenny writes '<math>65 &lt; x &lt; 75</math>'. What is wrong with Jenny's statement? How would you correct it?</li> <li>• Convince me that <math>4.5 \times 10^7 \times 3 \times 10^5 = 1.35 \times 10^{13}</math></li> </ul>	KM: <a href="#">Maths to Infinity: Standard form</a> KM: <a href="#">Maths to Infinity: Indices</a> KM: Investigate 'Narcissistic Numbers' NRICH: <a href="#">Power mad!</a> NRICH: <a href="#">A question of scale</a> <a href="#">The scale of the universe</a> animation (external site) <b>Learning review</b> KM: <a href="#">9M1 BAM Task</a>	<ul style="list-style-type: none"> <li>• Some students may think that any number multiplied by a power of ten qualifies as a number written in standard form</li> <li>• When rounding to significant figures some students may think, for example, that 6729 rounded to one significant figure is 7</li> <li>• Some students may struggle to understand why the maximum value of a rounded number is actually a value which would not round to that number; i.e. if given the fact that a number '<math>x</math>' is rounded to 1 significant figure the result is 70, they might write '<math>65 &lt; x &lt; 74.99</math>'</li> </ul>

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

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

- use the standard ruler and compass constructions (perpendicular bisector of a line segment, constructing a perpendicular to a given line from/at a given point, bisecting a given angle)
- use these to construct given figures and solve loci problems; know that the perpendicular distance from a point to a line is the shortest distance to the line
- construct plans and elevations of 3D shapes

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Possible themes		Possible key learning points
<ul style="list-style-type: none"> <li>• Know standard mathematical constructions</li> <li>• Apply standard mathematical constructions</li> <li>• Explore ways of representing 3D shapes</li> </ul>		<ul style="list-style-type: none"> <li>• Use ruler and compasses to construct the perpendicular bisector of a line segment</li> <li>• Use ruler and compasses to bisect an angle</li> <li>• Use a ruler and compasses to construct a perpendicular to a line from a point and at a point</li> <li>• Know how to construct the locus of points a fixed distance from a point and from a line</li> <li>• Solve simple problems involving loci</li> <li>• Combine techniques to solve more complex loci problems</li> <li>• Choose techniques to construct 2D shapes; e.g. rhombus</li> <li>• Construct a shape from its plans and elevations</li> <li>• Construct the plan and elevations of a given shape</li> </ul>
Prerequisites	Mathematical language	Pedagogical notes
<ul style="list-style-type: none"> <li>• Measure distances to the nearest millimetre</li> <li>• Create and interpret scale diagrams</li> <li>• Use compasses to draw circles</li> <li>• Interpret plan and elevations</li> </ul>	Compasses Arc Line segment Perpendicular Bisect Perpendicular bisector Locus, Loci Plan Elevation	Ensure that students always leave their construction arcs visible. Arcs must be 'clean'; i.e. smooth, single arcs with a sharp pencil. NCETM: <a href="#">Departmental workshops: Constructions</a> NCETM: <a href="#">Departmental workshops: Loci</a> NCETM: <a href="#">Glossary</a>  <b>Common approaches</b> <i>All students should experience using dynamic software (e.g. Autograph) to explore standard mathematical constructions (perpendicular bisector and angle bisector).</i>
Reasoning opportunities and probing questions	Suggested activities	Possible misconceptions
<ul style="list-style-type: none"> <li>• (Given a single point marked on the board) show me a point 30 cm away from this point. And another. And another ...</li> <li>• Provide shapes made from some cubes in certain orientations. Challenge students to construct the plans and elevations. Do groups agree?</li> <li>• If this is the plan:  show me a possible 3D shape. And another. And another.</li> <li>• Demonstrate how to create the perpendicular bisector (or other constructions). Challenge students to write a set of instructions for carrying out the construction. Follow these instructions very precisely (being awkward if possible; e.g. changing radius of compasses). Do the instructions work?</li> <li>• Give students the equipment to create standard constructions and challenge them to create a right angle / bisect an angle</li> </ul>	KM: <a href="#">Construction instruction</a> KM: <a href="#">Construction challenges</a> KM: <a href="#">Napoleonic challenge</a> KM: <a href="#">Circumcentre etcetera</a> KM: <a href="#">Locus hocus pocus</a> KM: <a href="#">The perpendicular bisector</a> KM: <a href="#">Topple</a> KM: <a href="#">Gilbert goat</a> KM: <a href="#">An elevated position</a> KM: <a href="#">Solid problems</a> (plans and elevations) KM: <a href="#">Isometric interpretation</a> (plans and elevations)  <b>Learning review</b> KM: <a href="#">9M8 BAM Task</a>	<ul style="list-style-type: none"> <li>• When constructing the bisector of an angle some students may think that the intersecting arcs need to be drawn from the ends of the two lines that make the angle.</li> <li>• When constructing a locus such as the set of points a fixed distance from the perimeter of a rectangle, some students may not interpret the corner as a point (which therefore requires an arc as part of the locus)</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: [Algebra progression map](#)

- understand and use the concepts and vocabulary of identities
- know the difference between an equation and an identity
- simplify and manipulate algebraic expressions by expanding products of two binomials and factorising quadratic expressions of the form  $x^2 + bx + c$
- argue mathematically to show algebraic expressions are equivalent, and use algebra to support and construct arguments
- translate simple situations or procedures into algebraic expressions or formulae

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Possible themes		Possible key learning points
<ul style="list-style-type: none"> <li>• Understand equations and identities</li> <li>• Manipulate algebraic expressions</li> <li>• Construct algebraic statements</li> </ul>		<ul style="list-style-type: none"> <li>• Understand the meaning of an identity</li> <li>• Multiply two linear expressions of the form <math>(x + a)(x + b)</math></li> <li>• Multiply two linear expressions of the form <math>(ax + b)(cx + d)</math></li> <li>• Expand the expression <math>(x + a)^2</math></li> <li>• Factorise a quadratic expression of the form <math>x^2 + bx</math></li> <li>• Factorise a quadratic expression of the form <math>x^2 + bx + c</math></li> <li>• Work out why two algebraic expressions are equivalent</li> <li>• Create a mathematical argument to show that two algebraic expressions are equivalent</li> <li>• Distinguish between situations that can be modelled by an expression or a formula</li> <li>• Create an expression or a formula to describe a situation</li> </ul>
Prerequisites	Mathematical language	Pedagogical notes
<ul style="list-style-type: none"> <li>• Manipulate expressions by collecting like terms</li> <li>• Know that <math>x \times x = x^2</math></li> <li>• Calculate with negative numbers</li> <li>• Know the grid method for multiplying two two-digit numbers</li> <li>• Know the difference between an expression, an equation and a formula</li> </ul>	Inequality Identity Equivalent Equation Formula, Formulae Expression Expand Linear Quadratic  <b>Notation</b> The equals symbol '=' and the equivalency symbol '≐'	In the above KLPs for factorising and expanding, a, b, c and d are positive or negative. Students should be taught to use the equivalency symbol '≐' when working with identities. During this unit students could construct (and solve) equations in addition to expressions and formulae. See former coursework task, opposite corners NCETM: <a href="#">Algebra</a> NCETM: <a href="#">Departmental workshops: Deriving and Rearranging Formulae</a> NCETM: <a href="#">Glossary</a>  <b>Common approaches</b> <i>All students are taught to use the grid method to multiply two linear expressions. They then use the same approach in reverse to factorise a quadratic.</i>
Reasoning opportunities and probing questions	Suggested activities	Possible misconceptions
<ul style="list-style-type: none"> <li>• The answer is <math>x^2 + 10x + c</math>. Show me a possible question. And another. And another ... (Factorising a quadratic expression of the form <math>x^2 + bx + c</math> can be introduced as a reasoning activity: once students are fluent at multiplying two linear expressions they can be asked 'if this is the answer, what is the question?')</li> <li>• Convince me that <math>(x + 3)(x + 4)</math> does not equal <math>x^2 + 7</math>.</li> <li>• What is wrong with this statement? How can you correct it? <math>(x + 3)(x + 4) \equiv x^2 + 12x + 7</math>.</li> <li>• Jenny thinks that <math>(x - 2)^2 = x^2 - 4</math>. Do you agree with Jenny? Explain your answer.</li> </ul>	KM: <a href="#">Stick on the Maths: Multiplying linear expressions</a> KM: <a href="#">Maths to Infinity: Brackets</a> KM: <a href="#">Maths to Infinity: Quadratics</a> NRICH: <a href="#">Pair Products</a> NRICH: <a href="#">Multiplication Square</a> NRICH: <a href="#">Why 24?</a>  <b>Learning review</b> KM: <a href="#">9M2 BAM Task</a> , <a href="#">9M3 BAM Task</a>	<ul style="list-style-type: none"> <li>• Once students know how to factorise a quadratic expression of the form <math>x^2 + bx + c</math> they might overcomplicate the simpler case of factorising an expression such as <math>x^2 + 2x (\equiv (x + 0)(x + 2))</math></li> <li>• Many students may think that <math>(x + a)^2 \equiv x^2 + a^2</math></li> <li>• Some students may think that, for example, <math>-2 \times -3 = -6</math></li> <li>• Some students may think that <math>x^2 + 12 + 7x</math> is not equivalent to <math>x^2 + 7x + 12</math>, and therefore think that they are wrong if the answer is given as <math>x^2 + 7x + 12</math></li> </ul>

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

- solve problems involving direct and inverse proportion including graphical and algebraic representations
- apply the concepts of congruence and similarity, including the relationships between lengths in similar figures
- change freely between compound units (e.g. density, pressure) in numerical and algebraic contexts
- use compound units such as density and pressure

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Possible themes	Possible key learning points
<ul style="list-style-type: none"> <li>• Solve problems involving different types of proportion</li> <li>• Investigate ways of representing proportion</li> <li>• Understand and solve problems involving congruence</li> <li>• Understand and solve problems involving similarity</li> <li>• Know and use compound units in a range of situations</li> </ul>	<ul style="list-style-type: none"> <li>• Know the difference between direct and inverse proportion</li> <li>• Recognise direct proportion in a situation</li> <li>• Recognise inverse proportion in a situation</li> <li>• Know the features of graphs that represent a direct or inverse proportion situation</li> <li>• Know the features of expressions, or formulae, that represent a direct or inverse proportion situation</li> <li>• Understand the connection between the multiplier, the expression and the graph</li> <li>• Solve problems involving direct proportion</li> <li>• Solve problems involving inverse proportion</li> <li>• Identify congruence of shapes in a range of situations</li> <li>• Finding missing lengths in similar shapes</li> <li>• Convert between compound units of density and pressure</li> <li>• Solve problems involving density</li> <li>• Solve problems involving pressure</li> <li>• Solve more complex problems involving speed</li> </ul>

Prerequisites	Mathematical language	Pedagogical notes
<ul style="list-style-type: none"> <li>• Find a relevant multiplier in a situation involving proportion</li> <li>• Plot the graph of a linear function</li> <li>• Understand the meaning of a compound unit</li> <li>• Convert between units of length, capacity, mass and time</li> </ul>	Direct proportion Inverse proportion Multiplier Linear Congruent, Congruence Similar, Similarity Compound unit Density, Population density Pressure  <b>Notation</b> Kilograms per metre cubed is written as kg/m <sup>3</sup>	Students have explored enlargement previously. Conditions for congruent triangles will be explored in a future unit. Use the story of Archimedes and his ‘eureka moment’ when introducing density. Up-to-date information about population densities of counties and cities of the UK, and countries of the world, is easily found online. NCETM: <a href="#">The Bar Model</a> NCETM: <a href="#">Multiplicative reasoning</a> NCETM: <a href="#">Departmental workshops: Proportional Reasoning</a> NCETM: <a href="#">Departmental workshops: Congruence and Similarity</a> NCETM: <a href="#">Glossary</a> <b>Common approaches</b> <i>All students are taught to set up a ‘proportion table’ and use it to find the multiplier in situations involving direct proportion</i>

Reasoning opportunities and probing questions	Suggested activities	Possible misconceptions						
<ul style="list-style-type: none"> <li>• Show me an example of two quantities that will be in direct (inverse) proportion. And another. And another ...</li> <li>• Convince me that this information shows a proportional relationship. What type of proportion is it?  <table border="1" style="margin: 10px auto;"> <tr><td>40</td><td>3</td></tr> <tr><td>60</td><td>2</td></tr> <tr><td>80</td><td>1.5</td></tr> </table> </li> <li>• Which is the greatest density: 0.65g/cm<sup>3</sup> or 650kg/m<sup>3</sup>? Convince me.</li> </ul>	40	3	60	2	80	1.5	KM: <a href="#">Graphing proportion</a> NRICH: <a href="#">In proportion</a> NRICH: <a href="#">Ratios and dilutions</a> NRICH: <a href="#">Similar rectangles</a> NRICH: <a href="#">Fit for photocopying</a> NRICH: <a href="#">Tennis</a> NRICH: <a href="#">How big?</a> <b>Learning review</b> KM: <a href="#">9M7 BAM Task</a>	<ul style="list-style-type: none"> <li>• Many students will want to identify an additive relationship between two quantities that are in proportion and apply this to solve problems</li> <li>• The word ‘similar’ means something much more precise in this context than in other contexts students encounter. This can cause confusion.</li> <li>• Some students may think that a multiplier always has to be greater than 1</li> </ul>
40	3							
60	2							
80	1.5							

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

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

- recognise and use Fibonacci type sequences, quadratic sequences

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Possible themes		Possible key learning points	
<ul style="list-style-type: none"> <li>Investigate Fibonacci numbers</li> <li>Investigate Fibonacci type sequences</li> <li>Explore quadratic sequences</li> </ul>		<ul style="list-style-type: none"> <li>Recognise and use the Fibonacci sequence</li> <li>Generate Fibonacci type sequences</li> <li>Solve problems involving Fibonacci type sequences</li> <li>Explore growing patterns and other problems involving quadratic sequences</li> <li>Generate terms of a quadratic sequence from a written rule</li> <li>Find the next terms of a quadratic sequence using first and second differences</li> <li>Generate terms of a quadratic sequence from its nth term</li> </ul>	
Prerequisites	Mathematical language	Pedagogical notes	
<ul style="list-style-type: none"> <li>Generate a linear sequence from its nth term</li> <li>Substitute positive numbers into quadratic expressions</li> <li>Find the nth term for an increasing linear sequence</li> <li>Find the nth term for a decreasing linear sequence</li> </ul>	Term Term-to-term rule Position-to-term rule nth term Generate Linear Quadratic First (second) difference Fibonacci number Fibonacci sequence  <b>Notation</b> T(n) is often used to indicate the 'nth term'	The Fibonacci sequence consists of the Fibonacci numbers (1, 1, 2, 3, 5, ...), while a Fibonacci type sequence is any sequence formed by adding the two previous terms to get the next term. In terms of quadratic sequences, the focus of this unit is to generate from a rule which could be in algebraic form. Find the nth term of such a sequence is in Stage 10. NCETM: <a href="#">Departmental workshops: Sequences</a> NCETM: <a href="#">Glossary</a>  <b>Common approaches</b> <i>All students should use a spreadsheet to explore aspects of sequences during this unit. For example, this could be using formulae to continue a given sequence, to generate the first few terms of a sequence from an nth term as entered, or to find the missing terms in a Fibonacci sequence as in 'Fibonacci solver'.</i>	
Reasoning opportunities and probing questions	Suggested activities	Possible misconceptions	
<ul style="list-style-type: none"> <li>A sequence has the first two terms 1, 2, ... Show me a way to continue this sequence. And another. And another ...</li> <li>A sequence has nth term <math>3n^2 + 2n - 4</math>. Jenny writes down the first three terms as 1, 12, 29. Kenny writes down the first three terms as 1, 36, 83. Who do agree with? Why? What mistake has been made?</li> <li>What is the same and what is different: 1, 1, 2, 3, 5, 8, ... and 4, 7, 11, 18, 29, ...</li> </ul>	KM: <a href="#">Forming Fibonacci equations</a> KM: <a href="#">Mathematician of the Month: Fibonacci</a> KM: <a href="#">Leonardo de Pisa</a> KM: <a href="#">Fibonacci solver</a> . Students can be challenged to create one of these. KM: <a href="#">Sequence plotting</a> . A grid for plotting nth term against term. KM: <a href="#">Maths to Infinity: Sequences</a> NRICH: <a href="#">Fibs</a>	<ul style="list-style-type: none"> <li>Some students may think that it is possible to find an nth term for any sequence. A Fibonacci type sequence would require a recurrence relation instead.</li> <li>Some students may think that the word 'quadratic' involves fours.</li> <li>Some students may substitute into <math>ax^2</math> incorrectly, working out <math>(ax)^2</math> instead.</li> </ul>	

## Key concepts (GCSE subject content statements)

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

- understand and use the concepts and vocabulary of inequalities
- solve linear inequalities in one variable
- represent the solution set to an inequality on a number line

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Possible themes		Possible key learning points
<ul style="list-style-type: none"> <li>• Explore the meaning of an inequality</li> <li>• Solve linear inequalities</li> </ul>		<ul style="list-style-type: none"> <li>• Find the set of integers that are solutions to an inequality, including the use of set notation</li> <li>• Know how to show a range of values that solve an inequality on a number line</li> <li>• Solve a simple linear inequality in one variable with unknowns on one side</li> <li>• Solve a complex linear inequality in one variable with unknowns on one side</li> <li>• Solve a linear inequality in one variable with unknowns on both sides</li> <li>• Solve a linear inequality in one variable involving brackets</li> <li>• Solve a linear inequality in one variable involving negative terms</li> <li>• Solve problems by constructing and solving linear inequalities in one variable</li> </ul>
Prerequisites	Mathematical language	Pedagogical notes
<ul style="list-style-type: none"> <li>• Understand the meaning of the four inequality symbols</li> <li>• Solve linear equations including those with unknowns on both sides</li> </ul>	(Linear) inequality Unknown Manipulate Solve Solution set Integer  <b>Notation</b> The inequality symbols: < (less than), > (greater than), ≤ (less than or equal to), ≥ (more than or equal to) The number line to represent solutions to inequalities. An open circle represents a boundary that is not included. A filled circle represents a boundary that is included. Set notation; e.g. {-2, -1, 0, 1, 2, 3, 4}	The mathematical process of solving a linear inequality is identical to that of solving linear equations. The only exception is knowing how to deal with situations when multiplication or division by a negative number is a possibility. Therefore, take time to ensure students understand the concept and vocabulary of inequalities. NCETM: <a href="#">Departmental workshops: Inequalities</a> NCETM: <a href="#">Glossary</a>  <b>Common approaches</b> <i>Students are taught to manipulate algebraically rather than be taught 'tricks'. For example, in the case of <math>-2x &gt; 8</math>, students should not be taught to flip the inequality when dividing by -2. They should be taught to add <math>2x</math> to both sides. Many students will later generalise themselves. Care should be taken with examples such as <math>5 &lt; 1 - 4x &lt; 21</math> (see reasoning opportunities).</i>
Reasoning opportunities and probing questions	Suggested activities	Possible misconceptions
<ul style="list-style-type: none"> <li>• Show me an inequality (with unknowns on both sides) with the solution <math>x \geq 5</math>. And another. And another ...</li> <li>• Convince me that there are only 5 common integer solutions to the inequalities <math>4x &lt; 28</math> and <math>2x + 3 \geq 7</math>.</li> <li>• What is wrong with this statement? How can you correct it? <math>1 - 5x \geq 8x - 15</math> so <math>1 \geq 3x - 15</math>.</li> <li>• How can we solve <math>5 &lt; 1 - 4x &lt; 21</math>? For example, subtracting 1 from all three parts, and then adding <math>4x</math>, results in <math>4 + 4x &lt; 0 &lt; 20 + 4x</math>. This could be broken down into two inequalities to discover that <math>x &lt; -1</math> and <math>x &gt; -5</math>, so <math>-5 &lt; x &lt; -1</math>. The 'trick' (see common approaches) results in the more unconventional solution <math>-1 &gt; x &gt; -5</math>.</li> </ul>	KM: <a href="#">Stick on the Maths: Inequalities</a> KM: <a href="#">Convinced?: Inequalities in one variable</a> NRICH: <a href="#">Inequalities</a>	<ul style="list-style-type: none"> <li>• Some students may think that it is possible to multiply or divide both sides of an inequality by a negative number with no impact on the inequality (e.g. if <math>-2x &gt; 12</math> then <math>x &gt; -6</math>)</li> <li>• Some students may think that a negative x term can be eliminated by subtracting that term (e.g. if <math>2 - 3x \geq 5x + 7</math>, then <math>2 \geq 2x + 7</math>)</li> <li>• Some students may know that a useful strategy is to multiply out any brackets, but apply incorrect thinking to this process (e.g. if <math>2(3x - 3) &lt; 4x + 5</math>, then <math>6x - 3 &lt; 4x + 5</math>)</li> </ul>



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

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

- identify and apply circle definitions and properties, including: tangent, arc, sector and segment
- calculate arc lengths, angles and areas of sectors of circles
- calculate surface area of right prisms (including cylinders)
- calculate exactly with multiples of  $\pi$
- know the formulae for: Pythagoras' theorem,  $a^2 + b^2 = c^2$ , and apply it to find lengths in right-angled triangles in two dimensional figures

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Possible themes		Possible key learning points
<ul style="list-style-type: none"> <li>• Solve problems involving arcs and sectors</li> <li>• Solve problems involving prisms</li> <li>• Investigate right-angled triangles</li> <li>• Solve problems involving Pythagoras' theorem</li> </ul>		<ul style="list-style-type: none"> <li>• Know circle definitions and properties, including: tangent, arc, sector and segment</li> <li>• Calculate the arc length of a sector, including calculating exactly with multiples of <math>\pi</math></li> <li>• Calculate the area of a sector, including calculating exactly with multiples of <math>\pi</math></li> <li>• Calculate the angle of a sector when the arc length and radius are known</li> <li>• Calculate the surface area of a right prism</li> <li>• Calculate the surface area of a cylinder, including calculating exactly with multiples of <math>\pi</math></li> <li>• Know and use Pythagoras' theorem</li> <li>• Calculate the hypotenuse of a right-angled triangle using Pythagoras' theorem in two dimensional figures</li> <li>• Calculate one of the shorter sides in a right-angled triangle using Pythagoras' theorem in two dimensional figures</li> <li>• Solve problems using Pythagoras' theorem in two dimensional figures</li> </ul>
Prerequisites	Mathematical language	Pedagogical notes
<ul style="list-style-type: none"> <li>• Know and use the number <math>\pi</math></li> <li>• Know and use the formula for area and circumference of a circle</li> <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, Pi Radius, diameter, chord, circumference, arc, tangent, sector, segment (Right) prism, cylinder Cross-section Hypotenuse Pythagoras' theorem  <b>Notation</b> $\pi$ Abbreviations of units in the metric system: 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>	This unit builds on the area and circle work from Stages 7 and 8. Students will need to be reminded of the key formula, in particular the importance of the perpendicular height when calculating areas and the correct use of $\pi r^2$ . Note: some students may only find the area of the three 'distinct' faces when finding surface area. Students must experience right-angled triangles in different orientations to appreciate the hypotenuse is always opposite the right angle. NCETM: <a href="#">Glossary</a> <b>Common approaches</b> <i>Students visualize and write down the shapes of all the faces of a prism before calculating the surface area. Every classroom has a set of <a href="#">area posters</a> on the wall.</i> <i>Pythagoras' theorem is stated as 'the square of the hypotenuse is equal to the sum of the squares of the other two sides' not just <math>a^2 + b^2 = c^2</math>.</i>
Reasoning opportunities and probing questions	Suggested activities	Possible misconceptions
<ul style="list-style-type: none"> <li>• Show me a sector with area <math>25\pi</math>. And another. And another ...</li> <li>• Always/ Sometimes/ Never: The value of the volume of a prism is less than the value of the surface area of a prism.</li> <li>• Always/ Sometimes/ Never: If <math>a^2 + b^2 = c^2</math>, a triangle with sides a, b and c is right angled.</li> <li>• Kenny thinks it is possible to use Pythagoras' theorem to find the height of isosceles triangles that are not right- angled. Do you agree with Kenny? Explain your answer.</li> <li>• Convince me the hypotenuse can be represented as a horizontal line.</li> </ul>	KM: <a href="#">The language of circles</a> KM: <a href="#">One old Greek</a> (geometrical derivation of Pythagoras' theorem. This is explored further in the next unit) KM: <a href="#">Stick on the Maths: Pythagoras' Theorem</a> KM: <a href="#">Stick on the Maths: Right Prisms</a> NRICH: <a href="#">Curvy Areas</a> NRICH: <a href="#">Changing Areas, Changing Volumes</a>  <b>Learning review</b> KM: <a href="#">9M10 BAM Task</a> , <a href="#">9M11 BAM Task</a>	<ul style="list-style-type: none"> <li>• Some students will work out <math>(\pi \times r)^2</math> when finding the area of a circle</li> <li>• Some students may use the sloping height when finding cross-sectional areas that are parallelograms, triangles or trapezia</li> <li>• Some students may confuse the concepts of surface area and volume</li> <li>• Some students may use Pythagoras' theorem as though the missing side is always the hypotenuse</li> <li>• Some students may not include the lengths of the radii when calculating the perimeter of an sector</li> </ul>

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

- use the basic congruence criteria for triangles (SSS, SAS, ASA, RHS)
- apply angle facts, triangle congruence, similarity and properties of quadrilaterals to conjecture and derive results about angles and sides, including Pythagoras’ Theorem and the fact that the base angles of an isosceles triangle are equal, and use known results to obtain simple proofs

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Possible themes	Possible key learning points
<ul style="list-style-type: none"> <li>• Explore the congruence of triangles</li> <li>• Investigate geometrical situations</li> <li>• Form conjectures</li> <li>• Create a mathematical proof</li> </ul>	<ul style="list-style-type: none"> <li>• Apply angle facts to derive results about angles and sides</li> <li>• Create a geometrical proof</li> <li>• Know the conditions for triangles to be congruent</li> <li>• Use the conditions for congruent triangles</li> <li>• Use congruence in geometrical proofs</li> <li>• Solve geometrical problems involving similarity</li> <li>• Know the meaning of a Pythagorean triple</li> </ul>

Prerequisites	Mathematical language	Pedagogical notes
<ul style="list-style-type: none"> <li>• Know angle facts including angles at a point, on a line and in a triangle</li> <li>• Know angle facts involving parallel lines and vertically opposite angles</li> <li>• Know the properties of special quadrilaterals</li> <li>• Know Pythagoras’ theorem</li> </ul>	Congruent, congruence Similar (shapes), similarity Hypotenuse Conjecture Derive Prove, proof Counterexample  <b>Notation</b> Notation for equal lengths and parallel lines SSS, SAS, ASA, RHS The ‘implies that’ symbol ( $\Rightarrow$ )	‘Known facts’ should include angle facts, triangle congruence, similarity and properties of quadrilaterals NCETM: <a href="#">Glossary</a>  <b>Common approaches</b> <i>All students are asked to draw 1, 2, 3 and 4 points on the circumference of a set of circles. In each case, they join each point to every other point and count the number of regions the circle has been divided into. Using the results 1, 2, 4 and 8 they form a conjecture that the sequence is the powers of 2. They test this conjecture for the case of 5 points and find the circle is divided into 16 regions as expected. Is this enough to be convinced? It turns out that it should not be, as 6 points yields either 30 or 31 regions depending on how the points are arranged. This example is used to emphasise the importance and power of mathematical proof. See KM: <a href="#">Geometrical proof</a></i>

Reasoning opportunities and probing questions	Suggested activities	Possible misconceptions
<ul style="list-style-type: none"> <li>• Show me a pair of congruent triangles. And another. And another</li> <li>• Show me a pair of similar triangles. And another. And another</li> <li>• What is the same and what is different: Proof, Conjecture, Justification, Test?</li> <li>• Convince me the base angles of an isosceles triangle are equal.</li> <li>• Show me a Pythagorean Triple. And another. And another.</li> <li>• Convince me a triangle with sides 3, 4, 5 is right-angled but a triangle with sides 4, 5, 6 is not right-angled.</li> </ul>	KM: <a href="#">Geometrical proof</a> KM: <a href="#">Don’t be an ASS</a> KM: <a href="#">Congruent triangles</a> KM: <a href="#">Unjumbling</a> and <a href="#">examining angles</a> KM: <a href="#">Shape work</a> : Triangles to thirds, 4x4 square, Squares, Congruent triangles KM: <a href="#">Triple triplicate</a> and <a href="#">Pythagorean triples</a> KM: <a href="#">Daniel Gumb’s cave</a> NRICH: <a href="#">Tilted squares</a> NRICH: <a href="#">What’s possible?</a>  <b>Bring on the Maths</b> Level 8: Congruence and similarity Year 9, Logic: Triangles, More triangles  <b>Learning review</b> KM: <a href="#">9M12 BAM Task</a> , <a href="#">9M9 BAM Task</a> KM: <a href="#">Quiz and Review</a>	<ul style="list-style-type: none"> <li>• Some students think AAA is a valid criterion for congruent triangles.</li> <li>• Some students try and prove a geometrical situation using facts that ‘look OK’, for example, ‘angle ABC looks like a right angle’.</li> <li>• Some students do not appreciate that diagrams are often drawn to scale.</li> <li>• Some students think that all triangles with sides that are consecutive numbers are right angled.</li> </ul>

## Key concepts (GCSE subject content statements)

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

- identify and interpret gradients and intercepts of linear functions algebraically
- use the form  $y = mx + c$  to identify parallel lines
- find the equation of the line through two given points, or through one point with a given gradient
- interpret the gradient of a straight line graph as a rate of change
- recognise, sketch and interpret graphs of quadratic functions
- recognise, sketch and interpret graphs of simple cubic functions and the reciprocal function  $y = 1/x$  with  $x \neq 0$
- plot and interpret graphs (including reciprocal graphs) and graphs of non-standard functions in real contexts, to find approximate solutions to problems such as simple kinematic problems involving distance, speed and acceleration

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Possible themes	Possible key learning points	
<ul style="list-style-type: none"> <li>• Investigate features of straight line graphs</li> <li>• Explore graphs of quadratic functions</li> <li>• Explore graphs of other standard non-linear functions</li> <li>• Create and use graphs of non-standard functions</li> <li>• Solve kinematic problems</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and interpret gradients of linear functions algebraically</li> <li>• Identify and interpret intercepts of linear functions algebraically</li> <li>• Use the form <math>y = mx + c</math> to identify parallel lines</li> <li>• Find the equation of a line through one point with a given gradient</li> <li>• Find the equation of a line through two given points</li> <li>• Interpret the gradient of a straight line graph as a rate of change</li> <li>• Plot graphs of quadratic functions</li> <li>• Plot graphs of cubic functions</li> <li>• Plot graphs of reciprocal functions</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise and sketch the graphs of quadratic functions</li> <li>• Interpret the graphs of quadratic functions</li> <li>• Recognise and sketch the graphs of cubic functions</li> <li>• Interpret the graphs of cubic functions</li> <li>• Recognise and sketch the graphs of reciprocal functions</li> <li>• Interpret the graphs of reciprocal functions</li> <li>• Plot and interpret graphs of non-standard functions in real contexts</li> <li>• Find approximate solutions to kinematic problems involving distance, speed and acceleration</li> </ul>
Prerequisites	Mathematical language	Pedagogical notes
<ul style="list-style-type: none"> <li>• Plot straight-line graphs</li> <li>• Interpret gradients and intercepts of linear functions graphically and algebraically</li> <li>• Recognise, sketch and interpret graphs of linear functions</li> <li>• Recognise graphs of simple quadratic functions</li> <li>• Plot and interpret graphs of kinematic problems involving distance and speed</li> </ul>	Function, equation Quadratic, cubic, reciprocal Gradient, y-intercept, x-intercept, root Sketch, plot Kinematic Speed, distance, time Acceleration, deceleration Linear, non-linear Parabola, Asymptote Rate of change <b>Notation</b> $y = mx + c$	This unit builds on the graphs of linear functions and simple quadratic functions work from Stage 8. Where possible, students should be encouraged to plot linear graphs efficiently by using knowledge of the y-intercept and the gradient. NCETM: <a href="#">Glossary</a> <b>Common approaches</b> <i>'Monter' and 'commencer' are shared as the reason for 'm' and 'c' in <math>y = mx + c</math> and links to <math>y = ax + b</math>.</i> <i>All student use dynamic graphing software to explore graphs</i>
Reasoning opportunities and probing questions	Suggested Activities	Possible misconceptions
<ul style="list-style-type: none"> <li>• Convince me the lines <math>y = 3 + 2x</math>, <math>y - 2x = 7</math>, <math>2x + 6 = y</math> and <math>8 + y - 2x = 0</math> are parallel to each other.</li> <li>• What is the same and what is different: <math>y = x</math>, <math>y = x^2</math>, <math>y = x^3</math> and <math>y = 1/x</math> ?</li> <li>• Show me a sketch of a quadratic (cubic, reciprocal) graph. And another. And another ...</li> <li>• Sketch a distance/time graph of your journey to school. What is the same and what is different with the graph of a classmate?</li> </ul>	KM: <a href="#">Screenshot challenge</a> KM: <a href="#">Stick on the Maths: Quadratic and cubic functions</a> KM: <a href="#">Stick on the Maths: Algebraic Graphs</a> KM: <a href="#">Stick on the Maths: Quadratic and cubic functions</a> NRICH: <a href="#">Diamond Collector</a> NRICH: <a href="#">Fill me up</a> NRICH: <a href="#">What's that graph?</a> NRICH: <a href="#">Speed-time at the Olympics</a> NRICH: <a href="#">Exploring Quadratic Mappings</a> NRICH: <a href="#">Minus One Two Three</a> <b>Learning review</b> KM: <a href="#">9M4 BAM Task</a> , <a href="#">9M6 BAM Task</a>	<ul style="list-style-type: none"> <li>• Some students do not rearrange the equation of a straight line to find the gradient of a straight line. For example, they think that the line <math>y - 2x = 6</math> has a gradient of -2.</li> <li>• Some students may think that gradient = (change in x) / (change in y) when trying to equation of a line through two given points.</li> <li>• Some students may incorrectly square negative values of x when plotting graphs of quadratic functions.</li> <li>• Some students think that the horizontal section of a distance time graph means an object is travelling at constant speed.</li> <li>• Some students think that a section of a distance time graph with negative gradient means an object is travelling backwards or downhill.</li> </ul>

## Key concepts (GCSE subject content statements)

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

- solve, in simple cases, two linear simultaneous equations in two variables algebraically
- derive an equation (or two simultaneous equations), solve the equation(s) and interpret the solution
- find approximate solutions to simultaneous equations using a graph

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Possible themes	Possible key learning points	
<ul style="list-style-type: none"> <li>• Solve simultaneous equations</li> <li>• Use graphs to solve equations</li> <li>• Solve problems involving simultaneous equations</li> </ul>	<ul style="list-style-type: none"> <li>• Understand that there are an infinite number of solutions to the equation <math>ax + by = c</math> (<math>a \neq 0</math>, <math>b \neq 0</math>)</li> <li>• Find approximate solutions to simultaneous equations using a graph</li> <li>• Solve two linear simultaneous equations in two variables in very simple cases (addition but no multiplication required)</li> <li>• Solve two linear simultaneous equations in two variables in very simple cases (subtraction but no multiplication required)</li> <li>• Solve two linear simultaneous equations in two variables in very simple cases (addition or subtraction but no multiplication required)</li> <li>• Solve two linear simultaneous equations in two variables in simple cases (multiplication of one equation only required with addition)</li> <li>• Solve two linear simultaneous equations in two variables in simple cases (multiplication of one equation only required with subtraction)</li> <li>• Solve two linear simultaneous equations in two variables in simple cases (multiplication of one equation only required with addition or subtraction)</li> <li>• Derive and solve two simultaneous equations</li> <li>• Solve problems involving two simultaneous equations and interpret the solution</li> </ul>	
Prerequisites	Mathematical language	Pedagogical notes
<ul style="list-style-type: none"> <li>• Solve linear equations</li> <li>• Substitute numbers into formulae</li> <li>• Plot graphs of functions of the form <math>y = mx + c</math>, <math>x \pm y = c</math> and <math>ax \pm by = c</math></li> <li>• Manipulate expressions by multiplying by a single term</li> </ul>	Equation Simultaneous equation Variable Manipulate Eliminate Solve Derive Interpret	Students will be expected to solve simultaneous equations in more complex cases in Stage 10. This includes involving multiplications of both equations to enable elimination, cases where rearrangement is required first, and the method of substitution. NCETM: <a href="#">Glossary</a>  <b>Common approaches</b> <i>Students are taught to label the equations (1) and (2), and label the subsequent equation (3)</i> <i>Teachers use graphs (i.e. dynamic software) to demonstrate solutions to simultaneous equations at every opportunity</i>
Reasoning opportunities and probing questions	Suggested activities	Possible misconceptions
<ul style="list-style-type: none"> <li>• Show me a solution to the equation <math>5a + b = 32</math>. And another, and another ...</li> <li>• Show me a pair of simultaneous equations with the solution <math>x = 2</math> and <math>y = -5</math>. And another, and another ...</li> <li>• Kenny and Jenny are solving the simultaneous equations <math>x + 4y = 7</math> and <math>x - 2y = 1</math>. Kenny thinks the equations should be added. Jenny thinks they should be subtracted. Who do you agree with? Explain why.</li> </ul>	KM: <a href="#">Stick on the Maths ALG2: Simultaneous linear equations</a> NRICH: <a href="#">What's it worth?</a> NRICH: <a href="#">Warmnug Double Glazing</a> NRICH: <a href="#">Arithmagons</a>  <b>Learning review</b> KM: <a href="#">9M5 BAM Task</a>	<ul style="list-style-type: none"> <li>• Some students may think that addition of equations is required when both equations involve a subtraction</li> <li>• Some students may not multiply all coefficients, or the constant, when multiplying an equation</li> <li>• Some students may think that it is always right to eliminate the first variable</li> <li>• Some students may struggle to deal with negative numbers correctly when adding or subtracting the equations</li> </ul>

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

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

- calculate the probability of independent and dependent combined events, including using tree diagrams and other representations, and know the underlying assumptions
- enumerate sets and combinations of sets systematically, using tree diagrams
- understand that empirical unbiased samples tend towards theoretical probability distributions, with increasing sample size

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Possible themes		Possible key learning points
<ul style="list-style-type: none"> <li>• Understand and use tree diagrams</li> <li>• Develop understanding of probability in situations involving combined events</li> <li>• Use probability to make predictions</li> </ul>		<ul style="list-style-type: none"> <li>• List outcomes of combined events using a tree diagram</li> <li>• Know and use the multiplication law of probability</li> <li>• Now and use the addition law of probability</li> <li>• Use a tree diagram to solve simple problems involving independent combined events</li> <li>• Use a tree diagram to solve complex problems involving independent combined events</li> <li>• Use a tree diagram to solve simple problems involving dependent combined events</li> <li>• Use a tree diagram to solve complex problems involving dependent combined events</li> <li>• Understand that relative frequency tends towards theoretical probability as sample size increases</li> </ul>
Prerequisites	Mathematical language	Pedagogical notes
<ul style="list-style-type: none"> <li>• Add fractions (decimals)</li> <li>• Multiply fractions (decimals)</li> <li>• Convert between fractions, decimals and percentages</li> <li>• Use frequency trees to record outcomes of probability experiments</li> <li>• Use experimental and theoretical probability to calculate expected outcomes</li> </ul>	Outcome, equally likely outcomes Event, independent event, dependent event Tree diagrams Theoretical probability Experimental probability Random Bias, unbiased, fair Relative frequency Enumerate Set  <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	Tree diagrams can be introduced as simply an alternative way of listing all outcomes for multiple events. For example, if two coins are flipped, the possible outcomes can be listed (a) systematically, (b) in a two-way table, or (c) in a tree diagram. However, the tree diagram has the advantage that it can be extended to more than two events (e.g. three coins are flipped). NCETM: <a href="#">Glossary</a>  <b>Common approaches</b> All students carry out <a href="#">the drawing pin experiment</a> Students are taught not to simply fractions when finding probabilities of combined events using a tree diagram (so that a simple check can be made that the probabilities sum to 1)
Reasoning opportunities and probing questions	Suggested activities	Possible misconceptions
<ul style="list-style-type: none"> <li>• Show me an example of a probability problem that involves adding (multiplying) probabilities</li> <li>• Convince me that there are eight different outcomes when three coins are flipped together</li> <li>• Always / Sometimes / Never: increasing the number of times an experiment is carried out gives an estimated probability that is closer to the theoretical probability</li> </ul>	KM: <a href="#">Stick on the Maths: Tree diagrams</a> KM: <a href="#">Stick on the Maths: Relative frequency</a> KM: <a href="#">The drawing pin experiment</a>  <b>Learning review</b> KM: <a href="#">9M13 BAM Task</a>	<ul style="list-style-type: none"> <li>• When constructing a tree diagram for a given situation, some students may struggle to distinguish between how events, and outcomes of those events, are represented</li> <li>• Some students may muddle the conditions for adding and multiplying probabilities</li> <li>• Some students may add the denominators when adding fractions</li> </ul>

Presentation of data		8 lessons
<b>Key concepts (GCSE subject content statements)</b> <ul style="list-style-type: none"> <li>interpret and construct tables, charts and diagrams, including tables and line graphs for time series data and know their appropriate use</li> <li>draw estimated lines of best fit; make predictions</li> <li>know correlation does not indicate causation; interpolate and extrapolate apparent trends whilst knowing the dangers of so doing</li> </ul>		<b>The Big Picture:</b> <a href="#">Statistics progression map</a>
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Possible themes	Possible key learning points	
<ul style="list-style-type: none"> <li>Construct and interpret graphs of time series</li> <li>Interpret a range of charts and graphs</li> <li>Interpret scatter diagrams</li> <li>Explore correlation</li> </ul>	<ul style="list-style-type: none"> <li>Construct graphs of time series</li> <li>Interpret graphs of time series</li> <li>Construct and interpret compound bar charts</li> <li>Construct and interpret frequency polygons</li> <li>Construct and interpret stem and leaf diagrams</li> <li>Interpret a scatter diagram using understanding of correlation</li> <li>Construct a line of best fit on a scatter diagram and use the line of best fit to estimate values</li> <li>Understand that correlation does not indicate causation</li> </ul>	
Prerequisites	Mathematical language	Pedagogical notes
<ul style="list-style-type: none"> <li>Know the meaning of discrete and continuous data</li> <li>Interpret and construct frequency tables</li> <li>Construct and interpret pictograms, bar charts, pie charts, tables, vertical line charts, histograms (equal class widths) and scatter diagrams</li> </ul>	Categorical data, Discrete data Continuous data, Grouped data Axis, axes Time series Compound bar chart Scatter graph (scatter diagram, scattergram, scatter plot) Bivariate data (Linear) Correlation Positive correlation, Negative correlation Line of best fit Interpolate Extrapolate Trend  <b>Notation</b> Correct use of inequality symbols when labeling groups in a frequency table	Lines of best fit on scatter diagrams are first introduced in Stage 9, although students may well have encountered both lines and curves of best fit in science by this time. William Playfair, a Scottish engineer and economist, introduced the line graph for time series data in 1786. NCETM: <a href="#">Glossary</a>  <b>Common approaches</b> <i>As a way of recording their thinking, all students construct the appropriate horizontal and vertical line when using a line of best fit to make estimates. In simple cases, students plot the 'mean of x' against the 'mean of y' to help locate a line of best fit.</i>
Reasoning opportunities and probing questions	Suggested activities	Possible misconceptions
<ul style="list-style-type: none"> <li>Show me a compound bar chart. And another. And another.</li> <li>What's the same and what's different: correlation, causation?</li> <li>What's the same and what's different: scatter diagram, time series, line graph, compound bar chart?</li> <li>Convince me how to construct a line of best fit.</li> <li>Always/Sometimes/Never: A line of best fit passes through the origin</li> </ul>	KM: <a href="#">Stick on the Maths HD2: Frequency polygons and scatter diagrams</a>	<ul style="list-style-type: none"> <li>Some students may think that correlation implies causation</li> <li>Some students may think that a line of best fit always has to pass through the origin</li> <li>Some students may misuse the inequality symbols when working with a grouped frequency table</li> </ul>