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| **Bishopton Long Term KS4 Curriculum Overview** |
| **Subject:** | **Maths GCSE- YEAR 10****Maths GCSE- YEAR 11** | **Teacher**  | **Mr LEGENDER** |
| **Year 10** | **TERM** | **Autumn 1 (7 Weeks)****Week 1 – Week 7** | **Autumn 2 (7 Weeks)****Week 8 – Week 14** | **Spring 1 (7 Weeks)****Week 15 – Week 21** | **Spring 2 (6 Weeks)****Week 22 – Week 27** | **Summer 1 (5 Weeks)****Week 28 – Week 32** | **Summer 2 (7 Weeks)****Week 33 – Week 39** |
| **WHAT ARE WE LEARNING ABOUT?** | Baseline assessment* Basic number
* Number properties
* Square, roots & calculations
* Approximations
* Decimals and fractions

Functional skills Level 1 | * Fractions
* Ratio, proportion and rates of change: Ratio, speed and proportion
* Percentages and interest

End of term assessment | * Powers and standard form
* Probability and events
* Combined events
* Linear graphs
* Linear graphs 2
 | * Expressions and formulae
* Linear equations
* Number and sequences
* Non-linear graphs

End of term assessment | * Charts, tables and averages
* Representation and interpretation
* Charts, tables and averages
* Measures and scale drawings
* Angles
 | * Transformations
* Perimeter and area
* Circles
* Volumes and surface area of prisms
* Right-angled triangles

End of term assessment |
| **ASSESSMENT OBJECTIVES** | Weekly skills checkPractice past functional skills papers | Weekly skills checkEnd of term assessment  | Weekly skills check | Weekly skills checkEnd of term assessment  | Weekly skills check | Weekly skills checkEnd of term assessment  |
| **Year 11** | **TERM** | **Autumn 1 (7 Weeks)****Week 1 – Week 7** | **Autumn 2 (7 Weeks)****Week 8 – Week 14** | **Spring 1 (7 Weeks)****Week 15 – Week 21** | **Spring 2 (6 Weeks)****Week 22 – Week 27** | **Summer 1 (5 Weeks)****Week 28 – Week 32** | **Summer 2 (7 Weeks)****Week 33 – Week 39** |
| **WHAT ARE WE LEARNING ABOUT?** | Baseline assessment* Basic number
* Number properties
* Square, roots & calculations
* Approximations
* Decimals and fractions
* Fractions

Personalised GCSE style revision sessions | * Ratio, proportion and rates of change: Ratio, speed and proportion
* Percentages and interest
* Powers and standard form

Personalised GCSE style revision sessions | * Probability and events
* Combined events
* Linear graphs
* Linear graphs 2
* Expressions and formulae
* Linear equations

Personalised GCSE style revision sessions | * Number and sequences
* Non-linear graphs
* Charts, tables and averages
* Representation and interpretation
* Charts, tables and averages

Personalised GCSE style revision sessions | * Measures and scale drawings
* Angles
* Transformations
* Perimeter and area
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* Volumes and surface area of prisms
* Right-angled triangles

Personalised GCSE style revision sessions |  |
| **ASSESSMENT OBJECTIVES** | Weekly skills check | Weekly skills checkEnd of term assessment  | Weekly skills check | Weekly skills checkEnd of term assessment  | Weekly skills checkPractice past GCSE papers |  |

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| **The core aims of the Key Stage 4 Maths Curriculum are to encourage learners to:**  | **AQA Maths Assessment Objectives:** |
| * develop fluent knowledge, skills and understanding of mathematical methods and concepts
* acquire, select and apply mathematical techniques to solve problems
* reason mathematically, make deductions and inferences, and draw conclusions
* comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context.
 | * **AO1: Use and apply standard techniques**

Students should be able to: * accurately recall facts, terminology and definitions
* use and interpret notation correctly
* accurately carry out routine procedures or set tasks requiring multi-step solutions.
* **AO2: Reason, interpret and communicate mathematically**

Students should be able to: * make deductions, inferences and draw conclusions from mathematical information
* construct chains of reasoning to achieve a given result
* interpret and communicate information accurately
* present arguments and proofs
* assess the validity of an argument and critically evaluate a given way of presenting information. Where problems require students to ‘use and apply standard techniques’ or to independently ‘solve problems’ a proportion of those marks should be attributed to the corresponding Assessment Objective.
* **AO3: Solve problems within mathematics and in other contexts**

Students should be able to: * translate problems in mathematical or nonmathematical contexts into a process or a series of mathematical processes
* make and use connections between different parts of mathematics
* interpret results in the context of the given problem
* evaluate methods used and results obtained
* evaluate solutions to identify how they may have been affected by assumptions made. Where problems require students to ‘use and apply standard techniques’ or to ‘reason, interpret and communicate mathematically’ a proportion of those marks should be attributed to the corresponding Assessment Objective.
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| **All schemes of learning are tailored the National Curriculum requirements for Maths. These are:** |
| * become **fluent** in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
* **reason mathematically** by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
* can **solve problems** by applying their mathematics to a variety of routine and nonroutine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.
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| **Promoting Reading:**  |
| * World current affairs including politics and business
* Word based functional skills problems
* To interpret problems presented as text and data rather than just mathematical notation
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| **Assessment:**  |
| * Each scheme of learning will conclude with a formal assessment focused on students’ progress towards their targets.
* The assessments and marking criteria will be modelled on GCSE/Functional Skills frameworks and the school’s data entry policies.
* Formative assessment will take place continuously with either written or verbal feedback.
* Students will be involved in a Progress Review meeting with their teacher at the end of each term.
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