



Year Group: **Year 11**

This is the plan for the taught curriculum during achievement period: **Two (Jan-May)**

#### **Brief summary of the topic/work being covered during this period**

The work being covered during this period will vary from class to class, depending on ability as well as tier of entry (this will largely have been determined within a few weeks of the start of this period, if not already).

As Ratio and Proportion now play a much greater role in the GCSE syllabus, foundation classes will spend the first two weeks of this period reviewing and extending their understanding of this area.

Higher classes will finish looking at the more advanced algebraic manipulation and then non-right-angled trigonometry to finish off their GCSE content. Sets 1 and 2 will then finish the final two topics of their GCSE further mathematics study (which should take them up to Easter – see Further Maths curriculum plans).

Once a class has finished covering the required content of the GCSE syllabus, they will begin a cycle of assessment, review and revision of topic areas relevant to that particular class, based on these regular assessments. As such, each class will be covering different material week by week. Teachers will complete brief medium-term plans that will be checked against the question-level-analysis of assessments to ensure appropriate content is being revised with their class.

#### **Prior knowledge needed for this unit/topic from previous teaching**

**Higher;**

1. Algebraic Manipulation – Recognise quadratic equations, solve quadratic equations by factorising, set up and solve linear simultaneous equations.
2. Further Trigonometry – understand and be able to solve right-angled trigonometric problems, substitute into given formulae.

For the remainder of this term, and for all other classes, assessments will be used to review prior knowledge and this will be built upon to further understanding and fill any gaps in knowledge.

#### **Rationale for students studying this unit/topic**

The most challenging topics at the higher level GCSE are left to this end stage of the course to ensure students have the academic maturity to cope with the complexity of the problems presented.

Topics being reviewed and revised with each individual class over a two week period will be chosen following an assessment and so will be relevant to the gaps in knowledge of the students in that class at that time.

#### **Key concepts/ideas that are taught to students in this unit/topic, including any anticipated gaps in knowledge and plan to overcome these**

This will largely depend on the results of the assessments that are carried out during this period, but there are points that will be consistently reflected upon:

- Students should be taught to apply their skills to open-ended and problem-solving situations to ensure they have fully mastered a skill. This applies to students at all levels, and for all topic areas.
- Students also need to be able to use their calculators effectively – it is widely acknowledged that students do not fully appreciate the functions that calculators have and how to use these efficiently. Students will be encouraged to use non-calculator and calculator methods at all parts of their learning to ensure they are confident in their use of calculators.

#### **New key terminology students will be taught during this topic/unit**

There is no new terminology in the remaining higher topics, other than “Sine Rule” and “Cosine Rule”. Again, any gaps in understanding of key terminology from previous topic areas will be picked up on and reviewed through the regular assessments taking place.

#### **Plan for Assessment**

- Informal assessment is ongoing through class work, contributions to class discussion, teacher assessment during lessons.
- Teachers record homework marks each week on a centrally held department tracker; the homework tasks are detailed on the schemes of work and outlined centrally within the department to ensure consistency across all classes. Teachers will take in and formally mark a written piece of homework once every two weeks. Students will then have time during a subsequent lesson to review their work and make any corrections.
- Formal assessment will take place on a fortnightly basis during this period. This will allow teachers and students to reflect on areas of strength and areas of weakness; providing students with a focus for their individual revision, and teachers with the ability to plan effectively for lessons over the subsequent two weeks.