| Stage 9 Mathematics Curriculum Plan |  |  |  |  |  |  |  |
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| Unit | Core |  | Hinterland |  | NC Coverage | Assessment | Whole Education Opportunities |
|  | Knowledge | Skills | Knowledge | Skills |  |  |  |
| Algebraic manipulation and thinking | - understand and use the concepts and vocabulary of identities <br> - know the difference between an equation and an identity <br> - argue mathematically to show algebraic expressions are equivalent, and use algebra to support and construct arguments <br> - translate simple situations or procedures into algebraic expressions or formulae | - simplify and manipulate algebraic expressions by expanding products of two binomials and factorising quadratic expressions of the form $x^{2}+b x+c$ <br> - Work out why two algebraic expressions are equivalent <br> - Create a mathematical argument to show that two algebraic expressions are equivalent <br> - Create an expression or a formula to describe a situation |  |  | 4SA2 <br> 3WD4 <br> 3SA4a <br> 3SA4b <br> 3SA4c <br> 3SA4d | - Review of prior learning <br> - Formative assessment <br> - Low stakes end of unit test <br> - Integrated examples and review exercise <br> - Problems in real world contexts | - Computer programming and science crossover <br> - Explore history and development of algebra and numerical representation in various civilisations |
| Pythagoras' Theorem | - Know the formulae for: Pythagoras' theorem, $\mathrm{a}^{2}+$ $b^{2}=c^{2}$ <br> - Square and square roots <br> - Identify the hypotenuse of aright angled triangle <br> - Determine where is a triangle is a right- angled <br> - Calculate the hypotenuse of a right-angled triangle <br> - Calculate missing sides in right-angled triangle <br> - Use a Pythagoras's theorem on coordinate axes <br> - Explore proofs of Pythagoras's theorem <br> - Use a Pythagoras's theorem in 3D shapes | - Calculate missing sides in right-angled triangle <br> - Use a Pythagoras's theorem on coordinate axes <br> - Explore proofs of Pythagoras's theorem <br> - Use a Pythagoras's theorem in 3D sha | Pythagoras <br> Planning developments: estates, building. <br> Travel |  | $\begin{array}{\|l\|} \hline \text { 3WR5 } \\ 3 S G 4 \\ \text { 4SG5 } \end{array}$ | - Review of prior learning <br> - Formative assessment <br> - Low stakes end of unit test <br> - Integrated examples and review exercise <br> - Problems in real world contexts | - Links with art, architecture, product design and engineering |
| - Linear and non-linear graphs | - Explore linear and nonlinear graphs, perpendicular graphs <br> - Use the tables of values <br> - Compare gradients <br> - Compare intercepts <br> - Understand and use of $y=m x+c$ <br> - identify and interpret gradients and intercepts of linear functions algebraically <br> - use the form $y=m x+c$ to identify parallel lines <br> - find the equation of the line through two given points, or through one point with a given gradient <br> - interpret the gradient of a straight-line graph as a rate of change | - Identify and interpret gradients of linear functions algebraically <br> - Identify and interpret intercepts of linear functions algebraically <br> - Plot graphs of: <br> - quadratic functions <br> - cubic functions <br> - reciprocal functions <br> - Sketch \& interpret the graphs of quadratic functions <br> - Recognise, sketch \& interpret the graphs of cubic functions \& reciprocal functions <br> - Plot graphs of nonstandard functions in real contexts |  |  | 4SR5 3WD6 3SA9 3SA11 3SA12 4SA6 4SA8 4WD5 | - Review of prior learning <br> - Formative assessment <br> - Low stakes end of unit test <br> - Integrated examples and review exercise <br> - Problems in real world contexts | - Computer programming and science crossover <br> - Explore history and development of algebra and numerical representation in various civilisations |



|  | - Construct and interpret scale drawings <br> - Locus from distance of a point <br> - Locus of distance from a straight line <br> - Construct a perpendicular bisector <br> - Construct a perpendicular from a point <br> - Construct a perpendicular to a point <br> - Locus of distance from two lines <br> - Fibonacci type sequences, quadratic sequences | - Find the next terms of a quadratic sequence using first and second differences <br> - Generate terms of a quadratic sequence from its nth term |  |  |  |  |  |
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| - Integers, Real and Rational numbers | - Numbers in standard form <br> - understand and use surds <br> - Work with directed number <br> - Solve problems with integers <br> - Solve problems with decimals <br> - HCF and LCF <br> - Adding and subtracting, dividing and multiplying fractions <br> - Solve problems with fractions | - solve linear inequalities in one variable <br> - represent the solution set to an inequality on a number line | - Solve problems with Integers, Use of Algebraic Fractions in context of reallife scenarios such as shopping/bill at a restaurant total being shared amongst several individuals and the impact of people being included <br> - Real and Rational Numbers | - | $\begin{aligned} & \text { 4SA15 } \\ & \text { 4WD4 } \\ & \text { 3SA3 } \end{aligned}$ | - Review of prior learning <br> - Formative assessment <br> - Low stakes end of unit test <br> - Integrated examples and review exercise <br> - Problems in real world contexts | - Computer programming and science crossover <br> - Explore history and development of algebra and numerical representation in various civilisations |
| Using percentages with money | - Calculate simple and compound interest <br> - Solve problems with value added tax <br> - Calculate wages and taxes <br> - Solve problems with exchange rates <br> - Explore differences between direct and inverse proportion <br> - identify circle definitions and properties, <br> - know the formulae for: Pythagoras' theorem, $\mathrm{a}^{2}+$ $b^{2}=c^{2}$ | - Investigate ways of representing proportion in situation <br> - Solve problems involving proportion | Household budget Use of proportion in context of real-life scenarios such as the link between staff numbers and time taken to serve customers |  | 4SG3 4SG7 4SG8 4SG10 3SG13 3SG14 | - Review of prior learning <br> - Formative assessment <br> - Low stakes end of unit test <br> - Integrated examples and review exercise <br> - Problems in real world contexts | - Opportunities to development of early mathematics <br> - Link to world Pi day |
| Angle rules and Conjectures | - use the basic congruence criteria for triangles (SSS, SAS, ASA, RHS) <br> - Know the conditions for triangles to be congruent <br> - Pose conjectures 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 | - Apply angle facts to derive results about angles and sides <br> - Create a geometrical proof <br> - Use the conditions for congruent triangles <br> - Use congruence in geometrical proofs <br> - Solve geometrical problems involving similarity |  |  | $\begin{aligned} & \text { 3SGG } \\ & \text { 3GG9 } \\ & \text { 3SG13 } \\ & \text { 3SG16 } \\ & \text { 3WR4 } \\ & \text { 4SG9 } \end{aligned}$ | - Review of prior learning <br> - Formative assessment <br> - Low stakes end of unit test <br> - Integrated examples and review exercise <br> - Problems in real world contexts | - Links with Science and Textiles |


|  | known results to obtain simple proofs <br> - Know the meaning of a Pythagorean triple |  |  |  |  |  |  |
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| Probability | - Understand tree diagrams and know the underlying assumptions <br> - understand that empirical unbiased samples tend towards theoretical probability distributions, with increasing sample size | - List outcomes of combined events using a tree diagram <br> - Know and use the multiplication law of probability and the addition law of probability <br> - Use a tree diagram to solve simple problems involving independent combined events, and dependent combined events <br> - Use a tree diagram to solve complex problems involving dependent combined events | - Travel - planning a journey | - | $\begin{array}{\|l} \hline \text { 4SR5 } \\ \text { 3WD6 } \\ \text { 3SAA } \\ \text { 3SA11 } \\ \text { 3SA12 } \\ \text { 4SA6 } \\ \text { 4SA8 } \\ \text { 4WD5 } \end{array}$ | - Review of prior learning <br> - Formative assessment <br> - Low stakes end of unit test <br> - Integrated examples and review exercise <br> - Problems in real world contexts | - Computer programming and science crossover <br> - Explore history and development of algebra and numerical representation in various civilisations |
| Solving Ratio and proportion problems | - Use the equivalence of fractions, decimals and percentages <br> - Calculate percentagesincrease and decrease <br> - Express a change as percentage <br> - Solve reverse percentage problems <br> - Recognise and solve percentage problems <br> - Solve problems with repeated percentage change <br> - Understand the concept of simultaneous equations | - Investigate ways of representing proportion in situation <br> - Solve problems involving proportion | - Use of proportion in context of real-life scenarios such as the link between staff numbers and time taken to serve customers | - Investigate proportional graphs and links with modelling | $\begin{aligned} & \text { 4WD4 } \\ & \text { 4SA12 } \\ & \text { 4SA14 } \\ & \text { 3SA12 } \end{aligned}$ | - Review of prior learning <br> - Formative assessment <br> - Low stakes end of unit test <br> - Integrated examples and review exercise <br> - Problems in real world contexts | - Computer programming and science crossover <br> - Explore history and development of algebra and numerical representation in various civilisations |
| Rates | - Solve problems with bills and bank statements <br> - Calculate simple and compound interest <br> - Solve problems with value added tax <br> - Calculate wages and taxes <br> - Solve problems with exchange rates | - What is rates formula <br> - How to express a rate in maths <br> - Calculating a unit rate <br> - Using a unit rate in calculations <br> - Solving word problems involving rates <br> - List outcomes of combined events using a tree diagram <br> - Know and use the multiplication law of probability and the addition law of probability <br> - Use a tree diagram to solve simple problems involving independent combined events, and dependent combined events <br> - Use a tree diagram to solve complex problems involving dependent combined events | Travel - planning a journey |  | $\begin{aligned} & \text { 4SP3 } \\ & \text { 4SP4 } \end{aligned}$ | - Review of prior learning <br> - Formative assessment <br> - Low stakes end of unit test <br> - Integrated examples and review exercise <br> - Problems in real world contexts | - Budgeting |
| Indices and roots | - Estimate with powers and roots | - Explore the impact of rounding | Use of powers and roots in context of real-life scenarios | Impact of rounding errors in accuracy of dimensions in | $\begin{array}{\|ll} \hline- & \text { 4SN2 } \\ \hline- & \text { 4SN3 } \\ \hline \end{array}$ | - Review of prior learning <br> - Formative assessment | - |


|  | - Calculate with powers and roots <br> - Calculate higher powers and roots <br> - Powers of ten and standard form <br> - The addition and subtraction rules for indices <br> - Understand and use the power zero and negative indices <br> - Work with power of powers <br> - Understand and use fractional indices <br> - Calculate with numbers in standard form <br> - Square and cube numbers <br> - Interpret tables, charts and diagrams, <br> - know correlation does not indicate causation <br> - Understand the terms, interpolate and extrapolate, and apparent trends whilst knowing the dangers of so doing | - Construct and interpret graphs: <br> - time series <br> - compound bar charts <br> - frequency polygons <br> - stem and leaf diagrams <br> - scatter diagram using understanding of correlation <br> - Construct a line of best fit on a scatter diagram and use the line of best fit to estimate values <br> - Understand that correlation does not indicate causation | such as carpentry or mass production | carpentry, area for flooring in rooms, turf for gardening | - 4SN8 | - Low stakes end of unit test <br> - Integrated examples and review exercise <br> - Problems in real world contexts |  |
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| - Collecting, representing and interpreting data | - Interpret tables, charts and diagrams, <br> - know correlation does not indicate causation <br> - Understand the terms, interpolate and extrapolate, and apparent trends whilst knowing the dangers of so doing | - Construct and interpret graphs: <br> - time series <br> - compound bar charts <br> - frequency polygons <br> - stem and leaf diagrams <br> - scatter diagram using understanding of correlation <br> - Construct a line of best fit on a scatter diagram and use the line of best fit to estimate values <br> - Understand that correlation does not indicate causation | Covid data - ONS <br> Census data | Interpretation of graphs, statistics and charts. | - SN2 <br> - 4 SN 3 <br> - 4 SN 8 <br> -  | - Review of prior learning <br> - Formative assessment <br> - Low stakes end of unit test <br> - Integrated examples and review exercise <br> - Problems in real world contexts | - |
| Rotation and translation | - Identify the order of rotational symmetry of a shape <br> - Compare and construct rotational symmetry with line symmetry <br> - Shape rotation <br> - Compare rotation and reflection of a shape | - Describe and transform 2D shapes using single or combined rotations, reflections, translations, or enlargements by a positive scale factor and distinguish properties that are preserved under a particular transformation |  |  | - SN24SN3 <br> $\bullet$ 4SN8 | - Review of prior learning <br> - Formative assessment <br> - Low stakes end of unit test <br> - Integrated examples and review exercise <br> - Problems in real world contexts | - |

https://nrich.maths.org/famous-mathematicians

