

Mathematics Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	Number Making generalisations about the number system	Algebra Making generalisations about the number system	Geometry 2D Geometry	Algebra The Cartesian plane	Number Fractions	Ratio Ratio and Percentages
Year 8	Algebra Equations and Inequalities	Algebra Graphs	Ratio Proportional Reasoning	Statistics Representations and reasoning with data	Geometry Angles	Geometry Area, volume and surface area
Year 9	Algebra and Number Coordinates, Linear graphs and Standard form	Algebra Algebraic Expressions	Geometry 2D Geometry	Algebra Equations and Inequalities	Geometry Trigonometry	Statistics Statistics
Year 10	NUMBER Higher - Powers and Roots - Surds and Irrational Numbers - Indices - Standard Form - Sequences Foundation - Factors, Multiples and Primes - Powers and Roots - Indices - Standard Form - Sequences	ALGEBRA Higher - Quadratics - Quadratic Graphs - Algebraic Fractions - Simultaneous Equations Foundation - Quadratics - Quadratic Graphs - Simultaneous Equations	PERCENTAGES AND PROBABILITY Higher - KS3 FDP Review - Percentages - Probability Foundation - Fractions Review - Percentages - Probability	GEOMETRY Higher - Transformations - Accuracy and Bounds - Circle Geometry - 3D Shapes, Plans and Elevations - Volume and Surface Area Foundation - Transformations - Circles - Plans and Elevations - Volume and Surface Area	SIMILARITY Higher - Ratio Review - Compound Measures and Proportion Reasoning - Pythagoras Review - Similarity and Trigonometry - Further Trigonometry Foundation - Ratio Review - Compound Measures and Proportional Reasoning - Pythagoras Review - Similarity and Trigonometry	Statistics Higher - Average and Range - Data collection and Sampling - Presenting data and Scatter Graphs - Further Statistical Diagrams Foundation - Average and Range - Data Collection and Sampling - Presenting Data and Scatter Graphs

Year 11

	<p>Higher</p> <ul style="list-style-type: none"> - Geometry (1) - Vectors - Circle Theorems - Transformations - Algebra (1) <p>Foundation</p> <ul style="list-style-type: none"> - Number (1) - Algebra (1) Geometry (1) - Pythagoras Theorem 	<p>Higher</p> <ul style="list-style-type: none"> - Functions - Algebra (2) - Statistics (1) - Number (1) - Probability <p>Foundation</p> <ul style="list-style-type: none"> - Algebra (2) - Geometry (2) - Number (2) 	<p>Higher</p> <ul style="list-style-type: none"> - Vectors - Statistics (2) - Ratio - Geometry (3) Trigonometry <p>Foundation</p> <ul style="list-style-type: none"> - Statistics - Probability - Ratio - Geometry (3) 	<p>REVISION/ Walking Talking Mocks</p>	<p>REVISION/EXAMS</p>	<p>EXAMS</p>
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Core Values

Character

Our Maths lessons ensure that all students develop confidence in Maths, and identify as “good at Maths”. Through talk tasks to check for understanding, the participation of all students in articulating mathematical ideas is a key feature of our teaching. Students are taught to interact with each other with patience, honesty, and independence through opportunities for structured self-reflection throughout the lesson: in self and peer assessment, exit tickets, and mastery matrices.

Competence

Developing pupils’ competence in Maths is at the heart of our curriculum. We build strong foundations by taking every opportunity to develop our students’ numeracy skills: in lessons, and in structured interventions. In our curriculum, we draw on research from cognitive science to accelerate our students learning. We connect new knowledge to existing knowledge, to expand students’ schemas, and develop their skills in the core concepts of Maths.

Community

Through an engaging, relevant Maths curriculum, students are exposed to the story and history of mathematical ideas. In this way students develop respect for others and an appreciation of diversity and inclusivity, and learn how to challenge and question. Students also have the opportunity to develop their passion, their identity, and their sense of belonging, through success in Maths, and through trips and after-school clubs, in different forms across the trust.