

# Year 10 Scheme of work

**Mα + πS**  
At Upper Shirley High

## Guidelines

- The purpose of this scheme of work is to build pupils towards an old style GCSE exam at the end of year 10 (see headings of different tiers on SOW).
- Pupils will be assessed during the year given the opportunity to know how they are performing in comparison to other pupils who took the same test.
- Red codes (e.g. **1.2**) show suggested exercises in the recommended textbook '**Foundation GCSE mathematics revision and practice**'. **1:2** – refers to chapter 1, exercise 2. Blue codes (e.g. **4:12**) show suggested exercises in the recommended textbook '**Higher GCSE mathematics revision and practice**'. A guideline is that a pupil who has completed a good amount of questions in each exercise is working at a level appropriate for the test they will take.
- This scheme of work is up for review at the end of the academic year to improve it ready for the next cohort. Please consider throughout the year which things you would like to change and be ready to discuss this in the summer term.
- The key to success for our students when using this SOW is constant revision of previous concepts. This should be done continuously through starters and 6 grids. This will allow tests to be cumulative (i.e. a test sat in Spring

<p align="center"><b>Support</b></p> <p align="center"><b>Aim: Take old intermediate/foundation at the end of year 10 (without covering all topics).</b></p>	<p align="center"><b>Core Aim: Take old Intermediate at the end of year 10.</b></p>	<p align="center"><b>Extension</b></p> <p align="center"><b>Aim: Take old GCSE Higher at end of year 10. Minus redundant topics.</b></p>
<p><b>General Revision of 4 Operations and Applications of Worded Questions</b></p>	<p><b>General Revision of 4 Operations and Applications of Worded Questions</b></p>	<p><b>General Revision of 4 Operations and Applications of Worded Questions</b></p>
<p><b>GCSE Style Algebra</b></p> <ul style="list-style-type: none"> <li>- Solving linear equations including unknowns on both sides (integer solutions only) <b>2:9, 2:10, 2:11, 2:12, 2:13, 2:14, 2:15, 3:8, 3:9, 3:10, 3:11, 3:12, 3:13, 3:14, 3:15</b></li> <li>- Expanding and simplifying single brackets, e.g. <math>3(x + 4) - 2(4x - 6)</math> <b>2:5, 2:6, 3:4</b></li> <li>- Expanding double brackets with positive numbers only <b>6:18</b></li> <li>- Factorising single brackets <b>6:1</b></li> </ul>	<p><b>GCSE Style Algebra</b></p> <ul style="list-style-type: none"> <li>- Solving linear equations including unknowns on both sides <b>2:9, 2:10, 2:11, 2:12, 2:13, 2:14, 2:15, 3:8, 3:9, 3:10, 3:11, 3:12, 3:13, 3:14, 3:15</b></li> <li>- Expanding and simplifying single brackets, e.g. <math>3(x + 4) - 2(4x - 6)</math> <b>2:5, 2:6, 3:4</b></li> <li>- Expanding double brackets <b>6:18, 3:5</b></li> <li>- Factorising single brackets <b>6:1, 3:6</b></li> <li>- Factorising double brackets (no coefficient of <math>x^2</math>) <b>6:19, 6:20, 7:6, 7:8</b></li> <li>- Solving linear simultaneous equations <b>6:28, 6:30, 6:31, 6:32, 3:38, 3:39, 3:40</b></li> <li>- Rearranging equations (but no need to factorise) <b>6:2, 6:3, 6:4, 6:5, 6:6, 5:1, 5:2, 5:3, 5:4, 5:7</b></li> </ul>	<p><b>GCSE Style Algebra</b></p> <ul style="list-style-type: none"> <li>- Solving linear simultaneous equations <b>6:28, 6:30, 6:31, 6:32, 3:38, 3:39, 3:40</b></li> <li>- Rearranging equations (including having to factorise) <b>6:2, 6:3, 6:4, 6:5, 6:6, 5:1, 5:2, 5:3, 5:4, 5:5, 5:6, 5:7</b></li> <li>- Factorising double brackets (with a coefficient of <math>x^2</math>) <b>6:19, 6:20, 7:6, 7:7, 7:8</b></li> <li>- Solving quadratic equations (with a coefficient of <math>x^2</math>) <b>7:9, 7:10</b></li> <li>- Use the quadratic formula to solve a quadratic equation <b>7:11, 7:12</b></li> <li>- Solving simultaneous equations involving a quadratic <b>3:41</b></li> <li>- Operations with algebraic fractions <b>7:18</b></li> </ul>
<p><b>GCSE Number Skills</b></p> <ul style="list-style-type: none"> <li>- Product of prime factors, using a factor</li> </ul>	<p><b>GCSE Number Skills</b></p> <ul style="list-style-type: none"> <li>- Product of prime factors, using a factor</li> </ul>	<p><b>GCSE Number Skills</b></p> <ul style="list-style-type: none"> <li>- Revision of products of primes, LCM and</li> </ul>

<p>tree, expressed in index form <b>1:5</b></p> <ul style="list-style-type: none"> <li>- HCF <b>1:3, 1:13</b></li> <li>- LCM <b>1:3, 1:13</b></li> <li>- Convert a number expressed in standard form into an ordinary number <b>1:42 Q21-29.</b></li> <li>- Express ordinary numbers in standard form <b>1:42 Q1-20, 2:17 Q1-24</b></li> <li>- Estimation, estimating a calculation by rounding to 1.s.f. (excluding decimal denominators). <b>5:39, 5:40</b></li> </ul>	<p>tree, expressed in index form <b>1:5, 1:12</b></p> <ul style="list-style-type: none"> <li>- HCF <b>1:3, 1:13</b></li> <li>- LCM <b>1:3, 1:13</b></li> <li>- Convert a number expressed in standard form into an ordinary number <b>1:42 Q21-29, 2:17 Q25-28</b></li> <li>- Express a number in standard form <b>1:42 Q1-20, 2:17 Q1-24</b></li> </ul>	<p>HCF <b>1:3, 1:5, 1:12, 1:13</b></p> <ul style="list-style-type: none"> <li>- Standard form including problems involving standard form <b>1:42, 1:43, 1:44, 2:17, 2:18,</b></li> <li>- Estimation, estimating a calculation by rounding to 1.s.f. (including decimal denominators) <b>5:39, 5:40, 1:18, 1:19</b></li> <li>- Nth term – linear only <b>2:26, 2:27, 3:20, 3:21</b></li> <li>- Surds (simplifying, expanding brackets, simple rationalise the denominator) <b>7:3</b></li> <li>- Index laws (simple rules, fractional and negative powers) <b>7:1, 7:2, 7:4, 7:5</b></li> </ul>
<p><b>Circles</b></p> <ul style="list-style-type: none"> <li>- Find the circumference (rounding to d.p and s.f.) <b>7:12, 4:16 Q1-7</b></li> <li>- Find the area of a circle (rounding to d.p and s.f.) <b>7:13, 4:16 Q8-12</b></li> </ul>	<p><b>Circles</b></p> <ul style="list-style-type: none"> <li>- Find the circumference (rounding to d.p and s.f.) <b>7:12, 4:16 Q1-7</b></li> <li>- Find the area of a circle (rounding to d.p and s.f.) <b>7:13, 4:16 Q8-12</b></li> <li>- Area and perimeter of semi-circles (rounding to d.p and s.f.) <b>7:14, 4:17</b></li> </ul>	<p><b>Sectors</b></p> <ul style="list-style-type: none"> <li>- Find the perimeter of a sector (rounding to d.p and s.f.) <b>7:15, 7:16, 4:20, 4:21</b></li> <li>- Find the area of a sector (rounding to d.p and s.f.) <b>7:15, 7:16, 4:20, 4:21</b></li> </ul>
<p><b>One week for:</b>  <b>1) Revision – a revision sheet will be available</b></p>		
<p><b>DC1 – on everything covered so far</b></p>		
<p><b>Half Term</b></p>		
<p><b>Pythagoras</b></p> <ul style="list-style-type: none"> <li>- Find the hypotenuse (rounding to d.p and s.f.) <b>7:30</b></li> <li>- Find the length of a short side (rounding to d.p and s.f.) <b>7:31, 7:32, 7:33,</b></li> </ul>	<p><b>Pythagoras</b></p> <ul style="list-style-type: none"> <li>- Find the hypotenuse (rounding to d.p and s.f.) <b>7:30</b></li> <li>- Find the length of a short side (rounding to d.p and s.f.) <b>7:31, 7:32, 7:33,</b></li> </ul>	<p><b>Triangles</b></p> <ul style="list-style-type: none"> <li>- Pythagoras <b>7:30, 7:31, 7:32, 7:33, 4:10</b></li> <li>- Right angled triangles SOHCAHTOA <b>7:34, 7:35, 7:36, 7:38, 6:6, 6:7,</b></li> </ul>

<p><b>4:10</b></p>	<p><b>4:10</b></p>	<p><b>6:8, 6:9, 6:10</b></p> <ul style="list-style-type: none"> <li>- Sine rule <b>6:19, 6:20</b></li> <li>- Cosine rule <b>6:21, 6:22</b></li> <li>- <math>\frac{1}{2}ab \sin C</math> <b>4:14 Q10</b></li> <li>- Area of a segment using knowledge from triangles topic (rounding to d.p and s.f.) <b>4:22</b></li> </ul>
<p><b>GCSE Algebraic Graphs</b></p> <ul style="list-style-type: none"> <li>- Construct a linear graph from an equation, with and without a calculator <b>6:10, 6:11, 6:12, 3:26 Q1-12.</b></li> <li>- Construct a quadratic graph from an equation, with and without calculator (very basic ones only e.g. <math>y = x^2 + 3</math>) <b>6:25, 6:26, 5:16</b></li> </ul>	<p><b>GCSE Algebraic Graphs</b></p> <ul style="list-style-type: none"> <li>- Construct a linear graph from an equation, with and without a calculator <b>6:10, 6:11, 6:12, 3:26 Q1-12</b></li> <li>- Construct a quadratic graph from an equation, with and without a calculator <b>6:25, 6:26, 5:16</b></li> <li>- Draw simple conclusions from these graphs, e.g. find x when <math>y=7</math> <b>3:26 Q13-15</b></li> <li>- Basic understanding of <math>y=mx+c</math> (e.g. basic understanding of gradients and finding the y-intercept) <b>6:13, 6:14, 6:15, 3:29, 3:30</b></li> </ul>	<p><b>GCSE Algebraic Graphs</b></p> <ul style="list-style-type: none"> <li>- Construct linear and quadratic graphs when given an equation <b>6:10, 6:11, 6:12, 6:25, 6:26, 3:26 Q1-12, 5:16</b></li> <li>- Draw simple conclusions from these graphs, e.g. find x when <math>y = 7</math> <b>3:26 Q13-15</b></li> <li>- <math>y=mx+c</math> (e.g. basic understanding of gradients and finding the y-intercept) <b>6:13, 6:14, 6:15, 3:29, 3:30, 3:31</b></li> </ul>
<p><b>GCSE Inequalities</b></p> <ul style="list-style-type: none"> <li>- Represent inequalities on a number line <b>6:7, 5:8</b></li> <li>- Write a list of numbers that satisfy an inequality.</li> <li>- Solve an inequality, not including unknowns on both sides <b>6:8 Q1-9, 5:9 Q1-9</b></li> </ul>	<p><b>GCSE Inequalities</b></p> <ul style="list-style-type: none"> <li>- Represent inequalities on a number line <b>6:7, 5:8</b></li> <li>- Write a list of numbers that satisfy an inequality.</li> <li>- Solve an inequality, including unknowns on both sides <b>6:8, 6:9, 5:9, 5:10</b></li> <li>- Define simple regions on a set of axes (e.g. <math>x &gt; 0, y &lt; 1</math> and <math>y &gt; x + 1</math>) <b>5:12</b></li> </ul>	<p><b>GCSE Inequalities</b></p> <ul style="list-style-type: none"> <li>- Represent inequalities on a number line <b>6:7, 5:8</b></li> <li>- Write a list of numbers that satisfy an inequality.</li> <li>- Solve an inequality, including unknowns on both sides <b>6:8, 6:9, 5:9, 5:10</b></li> <li>- Define regions on a set of axes (e.g. <math>x &gt; 0, y &lt; 1</math> and <math>y &gt; x + 1</math>) <b>5:12</b></li> </ul>

- Estimation, estimating a calculation by rounding to 1.s.f. (including decimal denominators) **5:39, 5:40, 1:18, 1:19**

**Christmas**

**GCSE Percentages**

- Calculate percentage increase and decrease with and without a calculator **5:14, 5:15, 5:16, 2:4, 2:5**

**GCSE Percentages**

- Calculate percentage increase and decrease with and without a calculator **5:14, 5:15, 5:16, 2:4, 2:5**
- Calculate compound interest and depreciation, with and without a calculator **5:20, 5:23, 2:9**
- Calculate reverse percentages with and without a calculator **5:21, 5:22, 2:8**

**GCSE Percentages**

- Calculate percentage increase and decrease with and without a calculator **5:14, 5:15, 5:16, 2:4, 2:5**
- Calculate compound interest and depreciation, with and without a calculator **5:20, 5:23, 2:9**
- Calculate reverse percentages with and without a calculator **5:21, 5:22, 2:8**

**Revision**

**DC2 – on everything covered so far this year**

**GCSE Shape**

- Revise basic angles facts: angles in a triangle and quadrilateral, on a straight line, around a point **3:5, 3:6**
- Interior and exterior angles of regular polygons **7:26, 7:27**
- Find angles in parallel lines with reasons **3:7, 4:1**

**GCSE Shape**

- Revise basic angles facts **3:5, 3:6**
- Interior and exterior angles of polygons, both irregular and interior angles **7:26, 7:27, 4:4**
- Find angles in parallel lines with reasons **3:7, 3:8, 4:1**
- Forming and solving equations from shapes, with angles and perimeter
- Simple circle theorems (no alternate segment theorem and no complicated

**GCSE Shape**

- Interior and exterior angles of polygons, both irregular and interior angles **7:26, 7:27, 4:4**
- Find angles in parallel lines with reasons **3:7, 3:8, 4:1**
- Forming and solving equations from shapes. Including 'show that' questions
- Circle theorems (including alternate segment theorem and combinations) **6:23, 6:24, 6:25, 6:26**

	combinations) <b>6:23, 6:24</b>	
<b>GCSE Linear Sequences</b> <ul style="list-style-type: none"> <li>- Continue a sequence <b>2:23, 2:24</b></li> <li>- Find the first 5 terms from a given expression</li> <li>- Generate the nth term for a linear sequence <b>2:26, 2:27, 3:20</b></li> </ul>	<b>GCSE Linear Sequences</b> <ul style="list-style-type: none"> <li>- Find the first 5 terms from a given expression</li> <li>- Generate the nth term for a linear sequence <b>2:26, 2:27, 3:20, 3:21</b></li> <li>- Verifying if a term would be in a sequence / find any given term in the sequence</li> </ul>	<b>GCSE Vectors</b> <ul style="list-style-type: none"> <li>- Representing a simple vector <b>7:10, 6:15</b></li> <li>- Vectors questions that involve ratios <b>6:16</b></li> <li>- Demonstrating using vectors that lines are parallel or straight</li> </ul>
<b>GCSE Transformations</b> <ul style="list-style-type: none"> <li>- Perform each of the 4 transformations (not including negative and fractional enlargements or needing to describe the transformation) <b>7:1, 7:2, 7:3, 7:4, 7:6, 7:7, 6:12</b></li> </ul>	<b>GCSE Transformations</b> <ul style="list-style-type: none"> <li>- Perform each of the 4 transformations (not including negative and fractional scale factors for enlargement) <b>6:13 Q2-4,6&amp;8</b></li> <li>- Describe each of the 4 transformations <b>7:5, 7:9, 6:13 Q1</b></li> </ul>	<b>GCSE Transformations</b> <ul style="list-style-type: none"> <li>- Perform each of the 4 transformations (including negative and fractional scale factors for enlargement) <b>6:13 Q2-11</b></li> <li>- Describe each of the 4 transformations <b>7:5, 7:9, 6:13 Q1,12-16</b></li> </ul>
<b>Half Term (no test)</b>		
<b>GCSE Area and Perimeter</b> <ul style="list-style-type: none"> <li>- Find the area and perimeter of simple shapes: rectangles, squares and triangles <b>3:25, 3:27 Q1-7, 3:30 Q1-6</b></li> <li>- Find the area and perimeter of basic compound shapes <b>3:26, 3:27 Q8-16, 3:30 Q7-14</b></li> </ul>	<b>GCSE Similar Shapes</b> <ul style="list-style-type: none"> <li>- Find the scale factor for two similar shapes</li> <li>- Use scale factor to find missing length on either of the two similar shapes (that are represented separately) <b>4:29 Q1-13</b></li> </ul>	<b>GCSE Similar Shapes</b> <ul style="list-style-type: none"> <li>- Find the scale factor for two similar shapes</li> <li>- Use scale factor to find missing length on either of the two similar shapes <b>4:29 Q1-13</b></li> <li>- Questions involving scale factor with area and volume (e.g. The volume of cube B is 30cm<sup>3</sup> and of cube a is 120 cm<sup>3</sup>. If the height of cube A is 50 cm, find the height of cube B <b>4:31, 4:32</b></li> </ul>
<b>Fractions</b> <ul style="list-style-type: none"> <li>- Simplifying fractions by finding a common</li> </ul>	<b>Fractions</b> <ul style="list-style-type: none"> <li>- Simplifying fractions by finding a common</li> </ul>	<b>Fractions</b> <ul style="list-style-type: none"> <li>- Simplifying fractions by finding a common</li> </ul>

<p>factor (not by halving) <b>5:5 Q10 -34</b></p> <ul style="list-style-type: none"> <li>- Add and subtract fractions by finding a common denominator <b>5:9</b></li> <li>- Multiply (no mixed numbers) <b>5:10</b></li> <li>- Divide fractions (no mixed numbers) <b>5:10,</b></li> <li>- Finding fractions of amounts <b>5:8</b></li> <li>- Mixed revision on all of the above</li> </ul>	<p>factor (not by halving) <b>5:5 Q10 -34, 1:15</b></p> <ul style="list-style-type: none"> <li>- Convert between improper fractions and mixed numbers <b>5:6</b></li> <li>- Add and subtract fractions by finding a common denominator <b>5:9, 1:16</b></li> <li>- Multiply fractions (including mixed fractions and cross cancelling) <b>5:10</b></li> <li>- Divide fractions (including mixed fractions and cross cancelling) ) <b>5:10, 1:17 Q3</b></li> <li>- Finding fractions of amounts <b>5:8</b></li> <li>- Mixed revision sheets on all of the above <b>1:16, 1:17</b></li> </ul> <p>Fractions questions in context using skills developed in this module</p>	<p>factor (not by halving) <b>5:5 Q10 -34, 1:15</b></p> <ul style="list-style-type: none"> <li>- Convert between improper fractions and mixed numbers <b>5:6</b></li> <li>- Add and subtract fractions by finding a common denominator <b>5:9, 1:16</b></li> <li>- Multiply fractions (including mixed fractions and cross cancelling) <b>5:10</b></li> <li>- Divide fractions (including mixed fractions and cross cancelling) ) <b>5:10, 1:17 Q3</b></li> <li>- Finding fractions of amounts <b>5:8</b></li> <li>- Mixed revision sheets on all of the above <b>1:16, 1:17</b></li> </ul> <p>Fractions questions in context using skills developed in this module</p>
<p><b>GCSE Trigonometry</b></p> <ul style="list-style-type: none"> <li>- Find unknown sides of right angled triangles (rounding to d.p and s.f.) <b>7:34, 7:35, 7:36, 6:5, 6:6, 6:7</b></li> <li>- Find unknown angles of right angled triangles (rounding to d.p and s.f.) <b>7:37, 6:8</b></li> </ul>	<p><b>GCSE Trigonometry</b></p> <ul style="list-style-type: none"> <li>- Find unknown sides of right angled triangles (rounding to d.p and s.f.) <b>7:34, 7:35, 7:36, 6:5, 6:6, 6:7</b></li> <li>- Find unknown angles of right angled triangles (rounding to d.p and s.f.) <b>7:37, 6:8</b></li> </ul>	<p><b>GCSE Direct and Inverse Proportion</b></p> <ul style="list-style-type: none"> <li>- Answer general GCSE questions involving direct and inverse proportion <b>5:31, 5:32, 5:33</b></li> <li>- Answer proportion questions involving squares and cubes <b>5:13, 5:14</b></li> </ul>
<p><b>GCSE Surface Area and Volume</b></p> <ul style="list-style-type: none"> <li>- Find the volume of prisms, not including cylinders or simple compound prisms <b>7:17</b></li> <li>- Find the surface area of prisms (not including cylinders or compound prisms) <b>7:17</b></li> </ul>	<p><b>GCSE Surface Area and Volume</b></p> <ul style="list-style-type: none"> <li>- Find the volume of prisms, including cylinders and simple compound prisms (rounding to d.p and s.f.) <b>7:17, 7:18, 4:23, 4:24 Q1-8</b></li> <li>- Find the surface area of prisms (not including cylinders or compound prisms) <b>7:17, 7:18, 4:23, 4:24 Q1-8</b></li> </ul>	<p><b>GCSE Surface Area and Volume</b></p> <ul style="list-style-type: none"> <li>- Find the volume of prisms, including cylinders and simple compound prisms (rounding to d.p and s.f.) <b>7:17, 7:18, 4:23, 4:24 Q1-8</b></li> <li>- Find the surface area of prisms (not including cylinders or compound prisms) <b>7:17, 7:18, 4:23, 4:24 Q1-8</b></li> </ul>

		<ul style="list-style-type: none"> <li>- Find the volume of cones and spheres <b>4:26, 4:27</b></li> </ul>
<p><b>GCSE Averages</b></p> <ul style="list-style-type: none"> <li>- General revision of mean, median, mode and range <b>4:5, 4:6, 4:7, 4:8, 4:9, 8:3</b></li> <li>- Calculate averages from discrete data represented in a frequency table</li> </ul>	<p><b>GCSE Averages</b></p> <ul style="list-style-type: none"> <li>- Calculate averages from discrete data represented in a frequency table <b>4:10, 4:11, 8:4, 8:5</b></li> <li>- Calculate averages from continuous data</li> </ul>	<p><b>GCSE Averages</b></p> <ul style="list-style-type: none"> <li>- Calculate averages from discrete data represented in a frequency table <b>4:10, 4:11, 8:4, 8:5</b></li> <li>- Calculate averages from continuous data</li> </ul>
<b>Easter Holidays</b>		
<b>Revision</b>		
<b>DC3</b>		
<p><b>GCSE Pie Charts</b></p> <ul style="list-style-type: none"> <li>- Construct a pie chart from a frequency table <b>4:16 Q1-2</b></li> <li>- Comparison and interpretation of pie charts <b>4:15 Q3-5</b></li> </ul>	<p><b>GCSE Pie Charts</b></p> <ul style="list-style-type: none"> <li>- Construct a pie chart from a frequency table <b>4:16 Q1-2</b></li> <li>- Comparison and interpretation of pie charts <b>4:15 Q3-5, 8:2 Q8-14</b></li> </ul>	<p><b>GCSE Histograms</b></p> <ul style="list-style-type: none"> <li>- Construct a histogram from a frequency table <b>4:10</b></li> <li>- Calculate frequency from a histogram <b>4:11</b></li> <li>- Interpret information displayed on a histogram (e.g. how many cars were travelling faster than 40 mph?)</li> </ul>
<p><b>GCSE Cumulative Frequency</b></p> <ul style="list-style-type: none"> <li>- Construct a cumulative frequency diagram from a frequency table <b>8:13 Q4a, 5a, 6a, 7a, 8a</b></li> <li>- Estimate the median from the cumulative frequency graph <b>8:13 Q1a, 1b, 4b, 5b, 6b, 7b, 8b</b></li> </ul>	<p><b>GCSE Cumulative Frequency</b></p> <ul style="list-style-type: none"> <li>- Construct a cumulative frequency diagram from a frequency table <b>8:13 Q4a, 5a, 6a, 7a, 8a</b></li> <li>- Estimate the median from the cumulative frequency graph <b>8:13 Q1a, 1b, 4b, 5b, 6b, 7b, 8b</b></li> </ul>	<p><b>GCSE Cumulative Frequency</b></p> <ul style="list-style-type: none"> <li>- Construct a cumulative frequency diagram from a frequency table <b>8:13 Q4a, 5a, 6a, 7a, 8a</b></li> <li>- Estimate the median from the cumulative frequency graph <b>8:13 Q1a, 1b, 4b, 5b, 6b, 7b, 8b</b></li> </ul>



	<ul style="list-style-type: none"> <li>- Calculate quartiles and interquartile range <b>8:13 Q8c</b></li> <li>- Use the skills above to construct a box plot from the cumulative frequency graph <b>4:12</b></li> </ul>	<ul style="list-style-type: none"> <li>- Calculate quartiles and interquartile range <b>8:13 Q8c</b></li> <li>- Use the skills above to construct a box plot from the cumulative frequency graph <b>4:12</b></li> </ul>
<b>GCSE Bearings</b> <ul style="list-style-type: none"> <li>- Accurately measure a bearing <b>7:22</b></li> <li>- Construct a bearing when given information <b>7:23, 7:24</b></li> </ul>	<b>GCSE Bearings</b> <ul style="list-style-type: none"> <li>- Accurately measure a bearing <b>7:22</b></li> <li>- Construct a bearing when given information <b>7:23, 7:24</b></li> <li>- Determine bearing from B when bearing from A is given</li> </ul>	<b>GCSE Bounds</b> <ul style="list-style-type: none"> <li>- Identify the upper and lower bound for a variable <b>2:28</b></li> <li>- Understand how to use upper and lower bounds within equations <b>2:29</b></li> </ul>
<b>GCSE Probability</b> <ul style="list-style-type: none"> <li>- General understanding of probability adding up to 1 <b>10:8</b></li> <li>- Simple probability questions (e.g. the probability of picking a yellow bead from a bag containing <b>10:5, 10:6, 9:4</b></li> </ul>	<b>GCSE Probability</b> <ul style="list-style-type: none"> <li>- Complete a probability tree <b>10:2, 9:2</b></li> <li>- Use a probability tree to answer simple problems (e.g. probability of failing your driving test twice) <b>10:10, 10:11, 9:9, 9:10</b></li> <li>- Calculating expected frequency when given probability (e.g. Tom attempts to score a goal 50 times, if his probability of success is 0.4 how many goals should he expect to score?) <b>10:4, 9:5</b></li> </ul>	<b>GCSE Probability</b> <ul style="list-style-type: none"> <li>- Complete a probability tree <b>10:2, 9:2</b></li> <li>- Use a probability tree to answer simple problems (e.g. probability of failing your driving test twice) <b>10:10, 10:11, 9:9, 9:10</b></li> <li>- Calculating expected frequency when given probability (e.g. Tom attempts to score a goal 50 times, if his probability of success is 0.4 how many goals should he expect to score?) <b>10:4, 9:5</b></li> </ul>
<b>Booklet Revision</b> * Start selling booklets several weeks before half term to ensure uptake.		
<b>Half Term (no test)</b>		
<b>GCSE Small Topics</b> <ul style="list-style-type: none"> <li>- Construct a stem and leaf diagram <b>4:20, 8:8</b></li> <li>- Interpret a stem and leaf diagram <b>4:20, 4:21, 8:9</b></li> </ul>	<b>GCSE Booklet Revision</b> <i>During this time students should focus on their booklets to form their revision but starter could cover the following</i> <ul style="list-style-type: none"> <li>- Construct a stem and leaf diagram <b>4:20, 8:8</b></li> </ul>	<b>GCSE Booklet Revision</b> <i>During this time students should focus on their booklets to form their revision but starter could cover the following</i> <ul style="list-style-type: none"> <li>- Understanding speed, for example that 60mph = 60 miles in 1 hour</li> </ul>

	<ul style="list-style-type: none"> <li>- Interpret a stem and leaf diagram <b>4:20, 4:21, 8:9</b></li> <li>- Understanding speed, for example that 60mph = 60 miles in 1 hour</li> <li>- Using formulae speed = distance ÷ time <b>9:2, 2:26</b></li> <li>- Simple construction (angle bisector and perpendicular bisector) <b>3:15, 4:7</b></li> <li>- Converting units involving area and volume (e.g. 8cm<sup>2</sup>= __mm<sup>2</sup>) <b>9:5</b></li> </ul>	<ul style="list-style-type: none"> <li>- Using formulae speed = distance ÷ time <b>9:2, 2:26</b></li> <li>- Simple construction (angle bisector and perpendicular bisector) <b>3:15, 4:7</b></li> <li>- Converting units involving area and volume (e.g. 8cm<sup>2</sup>= __mm<sup>2</sup>) <b>9:5</b></li> <li>- Stratified sampling</li> </ul>
<p><b>End of Year Exam (dates to be confirmed)</b></p>		
<p><b>Teacher decision:</b></p> <p><b>1) Recap topics that were not done well in the end of year exam</b></p> <p><b>2) Start year 11 scheme of work</b></p>		
		<ul style="list-style-type: none"> <li>• Transformations of graphs</li> <li>• Algebraic proof of recurring decimals</li> <li>• Trigonometric graphs</li> </ul>
<p><b>END OF ACADEMIC YEAR</b></p>		