Curriculum Map

Subject: Maths in Context (Core Maths L3) **Year Group: 12 & 13 (Taught over 2 years)**

YEAR 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Content	**GCSE RECAP**	**Unit 1: Data**	**Unit 2: Social Media and Populations**	**Unit 3: Algebra and Number**	**Unit 4: Finance**	**Unit 5: Probability**
Skills	Students will… Recap how to solve equations, use linear graphs. Use and interpret inequalities, box plots, probability, sampling and data charts.	Students will… Understand the limits and use of sampling. Will be able to draw and interpret box plots. Use previous knowledge to calculate moving averages and draw and use histograms. Understanding correlation.	Students will… Interpret and construct linear graphs and those for time series data. Interpret, analyse and compare appropriate measures of central tendency, including quartiles, inter-quartile range, calculate and use variance and standard deviation and PMCC.	Students will… Solve simultaneous equations graphically and algebraically. Translate simple situations or procedures into algebraic expressions or formulae; derive an equation (or two simultaneous equations), solve the equation(s) and interpret the solution	Students will… Set up, solve and interpret the answers to growth and decay problems, including compound interest. Recognise, sketch and interpret graphs of quadratic functions, reciprocal functions, polynomial function of the form y = xn and exponential functions y = k x for positive values of k	Students will… Calculate and interpret conditional probabilities through representation using expected frequencies with two-way tables, tree diagrams and Venn diagrams using tree diagrams and other representations, Venn diagrams, sum and product laws
Key questions	Find the GDP over time of various countries. Create a graph that shows the trends of each country	What are the limitations of different data sets? For example: Graphs and box plots.	Analyse real world statistics of social media use – how does your own use compare?	Why do we use simultaneous equations? Where could we use them in real life?	What factors mean higher tax repayments? Is this a fair system?	What is the probability of testing positive on a drug test after taking drugs? What are the limitations of this question?
Assessment			End of Term Assessment	PPEs	End of Year Assessment	End of Half Term Assessment

YEAR 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Literacy/ Numeracy / SMSC/ Character	Applying mathematical concepts to real life scenarios and understanding why a particular method of analysing data is fit for purpose. Analysing data and understanding the impacts of social media on certain societal concepts. Aspiration, Resilience, Initiative, Confidence	Applying mathematical concepts to real life scenarios and understanding why a particular method of analysing data is fit for purpose. Critically analysing data and impacts of societal issues. Aspiration, Resilience, Initiative, Confidence	Applying mathematical concepts to real life scenarios and understanding why a particular method of analysing data is fit for purpose. Critically analysing data and impacts of societal issues. Aspiration, Resilience, Initiative, Confidence	Applying mathematical concepts to real life scenarios and understanding how various ways of measuring wealth and power can have different impacts. Aspiration, Resilience, Initiative, Confidence	Applying mathematical concepts to real life scenarios and understanding why a particular method of analysing data is fit for purpose. Aspiration, Resilience, Initiative, Confidence	Applying mathematical concepts to real life scenarios and understanding why a particular method of analysing data is fit for purpose. Aspiration, Resilience, Initiative, Confidence
YEAR 2	**Autumn 1**	**Autumn 2**	**Spring 1**	**ASSESSMENT CYCLE**	**ASSESSMENT CYCLE**	
Content	**Unit 6: Sequences**	**Unit 7: Correlation and RIsk**	**Unit 8: Graphs and roots**	**REVISION**		
Skills	Students will: Recognise, use and interpret various sequences. Use sigma notation and use nth term and arithmetic sequences.	Students will: Apply and interpret linear regression and calculate regression lines. Use algebra to support and construct arguments.	Students will: Use gradients as the instantaneous rate of change. Formulate problems as linear programs with up to three variables.			

YEAR 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		Understand Spearman's rank.				
Key questions	What subjects use sequences? What sequences do we use/recognise in daily life?	What are the differences between spearmans rank, PMCC and correlation?	What other topics can this be linked to?			
Assessment	End of Half Term Assessment		End of year preparation	Past papers		
Literacy/ Numeracy / SMSC/ Character	Applying mathematical concepts to real life scenarios and understanding why a particular method of analysing data is fit for purpose. Aspiration, Resilience, Initiative, Confidence	Applying mathematical concepts to real life scenarios and understanding why a particular method of analysing data is fit for purpose. Aspiration, Resilience, Initiative, Confidence				