

Birkdale High School		Mathematics Department Foundation Stage		Curriculum Map	
Unit 14: Construction and scale drawings				Year Group: 8	
INTENT: Aims of the Unit		IMPLEMENTATION: Knowledge and delivery		IMPACT: Assessment	
<p>In Mathematics Year 8 we are looking at students completing the Mastery approach to learning. In this unit we are looking at building on work on angles covered in Unit 9.</p> <p>Students are introduced to the idea of bearings, scale drawings and construction of triangles using compasses, protractors and rulers</p>		<p>Knowledge</p> <ul style="list-style-type: none">● Bearings● Scale drawings● Construction of triangles <p>Delivery</p> <ul style="list-style-type: none">● Teacher led instruction using activstudio● Class discussion● WAGOLLS● Random/Targeted Questioning● Textbook questions● Tutorial lessons <p>Possibly to include</p> <ul style="list-style-type: none">● Variation theory● Treasure hunts● Puzzles● Mathsbox settlers		<p>What knowledge are you assessing?</p> <ul style="list-style-type: none">● Know how to read and draw a bearing● Conversion of metric units of length● Calculate scaled measurements using ratio● Draw accurate scaled drawings● Construct triangles knowing ASA. SAS or SSS <p>Which elements of fluency of knowledge are you assessing?</p> <ul style="list-style-type: none">● Draw scaled diagrams and calculate bearings from real life scenarios● Draw accurate scaled drawings using scale in ratio format● Construct any triangle given some lengths or angles using protractor, compass and ruler.	
Enabling Learning					
<ul style="list-style-type: none">● Know how to use a compass● Know how to measure and draw angles● Know the properties of triangles					
Key Vocabulary				Wider Learning	
Tier 2: High frequency / Multiple meaning multiple, factor, prime		Tier 3: Subject related. cube root, square root, prime factorisation, perfect square		SMSC / RWCM / CEIAG	

Birkdale High School		Mathematics Department Foundation Stage	Curriculum Map
Unit 15: Collecting, Organising and Displaying data		Year Group: 8	
INTENT: Aims of the Unit	IMPLEMENTATION: Knowledge and delivery	IMPACT: Assessment	
<p>In Mathematics Year 8 we are looking at students completing the Mastery approach to learning. In this unit we are looking at our first unit of statistics.</p> <p>Students are introduced to data and different ways to collect,organise and display data.</p>	<p>Knowledge</p> <ul style="list-style-type: none">• Data handling cycle• Frequency diagrams• Pictograms• Bar Charts (dual and composite)• Vertical Line charts• <p>Delivery</p> <ul style="list-style-type: none">• Teacher led instruction using activstudio• Class discussion• WAGOLLS• Random/Targeted Questioning• Textbook questions• Tutorial lessons <p>Possibly to include</p> <ul style="list-style-type: none">• Variation theory• Treasure hunts• Puzzles• Mathsbox settlers	<p>What knowledge are you assessing?</p> <ul style="list-style-type: none">• understand the data handling cycle• construct a frequency table from raw data• construct a grouped frequency table from raw data• Draw and read a pictogram• Draw and read a bar chart (dual and composite)• Draw and read a vertical line graph <p>Which elements of fluency of knowledge are you assessing?</p> <ul style="list-style-type: none">• Read or correctly construct a frequency table for raw data• Read or correctly construct a grouped frequency table using appropriate class intervals• Interpret and analyse pictograms,vertical line graph and bar charts• Construct accurately pictograms,vertical line graphs and bar charts	
Enabling Learning			
<ul style="list-style-type: none">• know how to express one quantity as a percentage of another or as part of a whole• understand the inequality signs			
Key Vocabulary		Wider Learning	
<p><i>Tier 2: High frequency / Multiple meaning</i></p> <p>experiments, surveys, data, frequency, uniform, compound</p>	<p><i>Tier 3: Subject related.</i></p> <p>statistics, tally, class intervals, grouped data, class width, pictogram, vertical line graph, bar charts</p>	<p>SMSC / RWCM / CEIAG</p>	