



Scheme of Work		SUBJECT: Mathematics		YEAR: 10 Higher (set 2) ~ Autumn term 1	
	Number recap and review	Construction and loci	Basic probability	Properties of polygons	
Key concepts	<p><b>1) Change recurring decimals into their corresponding fractions and vice versa</b></p> <p><u>2) Apply and interpret limits of accuracy including upper and lower bounds</u></p> <p>3) Deduce expressions to calculate the nth term of linear <b>and Quadratic</b> sequences</p> <p>4) Recognise and use <u>simple geometric progressions</u> (<math>r^n</math> where <math>n</math>)</p>	<p>1) <u>Use the standard ruler and compass constructions:</u></p> <ul style="list-style-type: none"> <li><u>perpendicular bisector of a line segment</u></li> <li><u>constructing a perpendicular to a given line from / at a given point</u></li> <li><u>bisecting a given angle</u></li> </ul> <p>2) <u>Know that the perpendicular distance from a point to a line is the shortest distance to the line</u></p>	<p>1) Record, describe and analyse the frequency of outcomes of probability experiments using tables and frequency trees</p> <p>2) Apply the property that the probabilities of an exhaustive set of outcomes sum to 1</p> <p>3) Apply the property that the probabilities of an exhaustive set of mutually exclusive events sum to 1</p> <p>4) Construct theoretical possibility spaces for single and combined experiments</p>	<p>1) Derive and use the sum of angles in a triangle (e.g. to deduce and use the angle sum in any polygon, and to derive properties of regular polygons)</p> <p>2) Derive and apply the properties and definitions of:</p> <ul style="list-style-type: none"> <li>special types of quadrilaterals, including square, rectangle, parallelogram, trapezium, kite and rhombus</li> <li>Special triangles</li> </ul>	



	<p>is an integer and `r` is a surd)</p> <p><b>5) Calculate exactly with surds</b></p> <p><b>6) Simplify surd expressions involving squares eg</b></p> $\sqrt{12} = \sqrt{(4 \times 3)}$ $\sqrt{12} = \sqrt{4} \times \sqrt{3}$ $\sqrt{12} = 2\sqrt{3}$ <p><b>7) Rationalise denominators</b></p> <p>8) <u>Calculate with roots and with integer and fractional indices</u></p>	<p>3) <u>Use these to construct given figures and solve loci problems</u></p>	<p>with equally likely outcomes and use these to calculate theoretical probabilities</p>	<ul style="list-style-type: none"> <li>Other plane figures using appropriate language</li> </ul>
Themes	<b>Fractions and surds</b>	<b>Constructions and loci</b>	<b>Basic probability</b>	<b>Properties of polygons</b>
Challenge	1) Convert recurring decimals greater than 1 into	1) Construct points of a compass (N, NE, E, SE, S, SW, W, NW) by just using a	1) Introduce the term 'Relative frequency' and know the best estimate of probability from an	1) Solve geometric multi-step problems using properties of polygons



	<p>mixed fractions and vice versa</p> <p>2) Identify error intervals, write using inequalities</p> <p>3) nth term of a quadratic sequence of the form <math>ax^2 + bx + c</math></p> <p>5) Perform the four operations with surds in the following format <math>a\sqrt{b} + c\sqrt{d}</math></p> <p>6) Focus on larger numbers which may take several steps to simplify</p> <p>7) Rationalise denominators including brackets</p> <p>7) Solve multi-step problems involving surds and linking to other areas of mathematics</p>	<p>compass and a straight edge</p> <p>3) Solve practical problems using loci</p> <p>3) Solve loci problems when the answer is a region</p>	<p>experiment is the one with the greatest number of trials.</p> <p>4) Create sample space diagrams for combined events</p>	
--	---	--	---	--



	8) Solve problems using a variety of the rules of indices			
Support	<p>1) Convert fractions to decimals, leading on to recurring decimals as answers.</p> <p>1) Convert terminating decimals to fractions</p> <p>2) Rounding to significant figures</p> <p>2) Identify greatest and least values which can be rounded to a given value</p> <p>3) Focus on finding the nth term of a linear sequence</p> <p>4) Can Identify arithmetic and geometric sequences</p> <p>4) Create geometric sequences from rules</p> <p>5) Recap square numbers</p> <p>5) Focus on the methods for performing the four operations with surds, but</p>	<p>3) Focus on basic loci which involve one or two simple rules</p> <ul style="list-style-type: none"> <li>• Locus of a point from a fixed point</li> <li>• Locus of a point which is always the same distance from two fixed points</li> <li>• Locus of a point from a line</li> <li>• Locus of a point which is always the same distance from two fixed lines</li> </ul>	<p>1) Frequency trees are new addition; hence students will not have come across them before now.</p> <p>2 &amp; 3) Calculate probability from equally likely outcomes</p> <p>4) Listing all possible outcomes in lists and tables</p>	<p>1) Find missing angles in polygons and more complex problems by recapping over the basic rules of angle properties</p>



	<p>leaving answers in un-simplified form</p> <p>6) Focus on smaller numbers, i.e. multiples of 4, 9, 25, 100 etc</p> <p>8) Recap the basic rules of indices, multiplying, dividing and brackets</p>			
Literacy focus	<p>Key words: Fractions, decimals, recurring, terminating, limits, accuracy, bounds, upper, lower, linear, quadratic, sequence, expression, term, arithmetic, geometric, surds, rationalise, denominator, indices, operations</p>	<p>Key words: Constructions, perpendicular, bisector, loci, locus, equidistant</p>	<p>Key words: Probability, events, outcomes, equally likely, sample space diagrams, experiment, theoretical, exhaustive, mutually exclusive, frequency trees</p>	<p>Key words: Polygons, triangles, quadrilaterals, pentagons, hexagons, octagons, decagons, equilateral, isosceles</p>
Cross-curricular links	<p>Science, Design technology, Geography, Business</p>	<p>Design technology Art</p>		<p>Design technology Art</p>
SMSC & MBV				
ASSESSMENTS	<p>Assessment 1 ~ October</p>	<p>Assessment 1 ~ October</p>	<p>Assessment 1 ~ October</p>	<p>Assessment 1 ~ October</p>
Out of school learning	<p>Weekly homework based on work covered in class</p>	<p>Weekly homework based on work covered in class</p>	<p>Weekly homework based on work covered in class</p>	<p>Weekly homework based on work covered in class</p>



Scheme of Work		SUBJECT: Mathematics		YEAR: 10 Higher (set 2) ~ Autumn term 2	
	<b>Collecting and representing discrete data. BC &amp; PC</b>	<b>Scatter diagrams</b>	<b>Linear and quadratic equations and their graphs</b>	<b>Congruence and similarity</b>	
Key concepts	<p>1) Interpret and construct tables, charts and diagrams including, for categorical data:</p> <ul style="list-style-type: none"> <li>• frequency tables</li> <li>• bar charts</li> <li>• pie charts</li> <li>• pictograms</li> <li>• vertical line charts</li> </ul> <p>for ungrouped discrete numerical data</p> <p>2) <u>Tables and line graphs for time series data</u> know their appropriate use</p>	<p>1) Use and interpret scatter graphs of bivariate data</p> <p>2) Recognise correlation <u>and know that it does not indicate causation</u></p> <p>3) <u>Draw estimated lines of best fit.</u></p> <p>4) <u>Make predictions</u> <u>Interpolate and extrapolate</u> <u>apparent trends whilst knowing the dangers of doing so</u></p>	<p>1) Solve linear equations in one unknown algebraically, including:</p> <ul style="list-style-type: none"> <li>• <u>those with the unknown on both sides of the equation</u></li> <li>• Find approximate solutions using a graph</li> </ul> <p>2) <u>Solve quadratic equations algebraically by factorising</u></p>	<p>1) <u>Use the basic congruence criteria for triangles (SSS, SAS, ASA, RHS)</u></p> <p>2) <u>Apply angle facts, triangle congruence, similarity and properties of quadrilaterals to conjecture and derive results about angles and sides including the base angles of an isosceles triangle are equal, and use known results to obtain simple proofs</u></p>	



	<p>3) Interpret, analyse and compare distributions of data sets from univariate empirical distributions through appropriate graphical representation involving discrete, continuous and grouped data, <b>including boxplots</b></p> <p><b>4) Construct and interpret diagrams for grouped discrete data and continuous data, i.e. histograms with equal and unequal class intervals and cumulative frequency graphs, and know their appropriate use</b></p>		<ul style="list-style-type: none"> <li>• <u>Find approximate solutions using a graph</u></li> </ul> <p>3) <u>Translate simple situations or procedures into algebraic expressions or formulae; derive an equation and solve the equation and interpret the solution</u></p>	<p>3) <u>Apply and use the concepts of congruence and similarity, including the relationships between lengths, areas and volumes in similar figures</u></p>
Themes	<b>Representing data</b>	<b>Scatter diagrams</b>	<b>Linear and quadratic equations</b>	<b>Congruence and similarity</b>
Challenge	<p>1) Construct composite and comparative bar charts</p> <p>2) Calculate and plot moving average to</p>	<p>4) Interpret scatter diagrams in relation to the original context of the question</p>	<p>1) Solving equations involving fractions on both sides of the equation</p>	<p>1) Begin to understand how to prove two shapes are congruent</p>



	<p>represent overall trend of a time series graph (Moving average on assessed in maths but it is in statistics GCSE, but students need to be aware of the method for smoothing out time series data)</p> <p>3) Introduce interquartile range to use alongside Median when comparing two or more data sets.</p> <p>4) Estimate the number of values that are less than or greater than a given value using a cumulative frequency curve</p> <p>4) Compare two sets of data using box plots, compare the medians and then the range or IQR</p>	<p>4) Know the dangers of making predictions outside the range of the data.</p>	<p>1) Solving equations using the 6-step method, i.e.</p> $\frac{3x + 4}{5} + \frac{4x - 1}{3} = 14$ <p>2) Recap methods of factorising quadratics of the form <math>ax^2 + bx + c</math></p> <p>2) Solving quadratics of the form <math>ax^2 + bx + c</math></p> <p>2) Use the graph to solve quadratic equations where <math>y \neq 0</math></p> <p>3) Multi-step questions involving other areas of mathematics</p>	<p>2) Exam questions to prove two triangles are congruent, using geometry properties and circle theorems.</p> <p>3) Understand the relationship between the ratios of area and volume of similar shapes and their scale factors          Length ~ scale factor          Area ~ (scale factor)<sup>2</sup>          Volume ~ (scale factor)<sup>3</sup></p> <p>3) Multi-step questions involving similar shapes</p>
--	--	---	--	--





	<p>4) Calculate frequencies from a histogram</p> <p>4) Solve problems such as calculating the mean, proportion of responses above a certain value etc.</p>			
Support	<p>1) Aware that when drawing a bar chart there should be gaps between the bars</p> <p>1) Interpret frequency tables</p> <p>3) When comparing data sets, use two statements one based of the average, mean or median and the other based on spread of the data, range or interquartile range.</p> <p>4) When constructing frequency polygons, cumulative frequency curves and histograms ensure students use a continuous scale along the horizontal axes.</p>	<p>1) Understands that a scatter diagram is used to represent two pieces of data from each subject and we the tables as coordinates.</p> <p>1) Recap plotting coordinates</p> <p>2) Can describe in words the relationship between the variables and not just say it is positive or negative correlation.</p>	<p>1) Using inverse operations to solve equations</p> <p>1) When unknowns are on both sides they need to collect all the unknowns on one side.</p> <p>1) Show the link/visual representations between an equation and a graph and how to use the graph to solve an equation.</p> <p>2) Recap methods of factorisation</p> <p>2) Recap methods of factorising quadratics of the form <math>x^2 + bx + c</math></p> <p>2) Plotting quadratic graphs</p>	<p>1) Ensure students understand the difference between congruent shapes and similar shapes.</p> <p>1) Understand the notation SSS, SAS, ASA, RHS</p> <p>2) Properties of angles and sides of special triangles and quadrilaterals</p> <p>3) Understand that similar shapes are enlargements of one another</p> <p>3) Know that angles in similar shapes are the same.</p>



			2) Make the link between the roots of the graph and the factorised form of the equation.	
Literacy focus	Key words Bar charts, composite, comparative, pie charts, angles, sectors, pictograms, cumulative frequency, histograms, box plots, interquartile range	Key words: Scatter diagrams, coordinates, correlation, negative, positive, line of best fit, estimate, predict, interpolate, extrapolate	Key words: Linear, quadratic, equation, algebraically, graphs, factorise	Key words Congruent, congruence, similarity, scale factor, enlargement, triangles, quadrilaterals
Cross-curricular links	Science, Geography, Business	Science, Geography, Business		
SMSC & MBV				
ASSESSMENTS	Assessment 2 ~ December	Assessment 2 ~ December	Assessment 2 ~ December	Assessment 2 ~ December
Out of school learning	Weekly homework based on work covered in class	Weekly homework based on work covered in class	Weekly homework based on work covered in class	Weekly homework based on work covered in class



Scheme of Work		SUBJECT: Mathematics		YEAR: 10 Higher (set 2) ~ Spring term 1	
	2D representations of 3D shapes	Statistical measures	Sketching graphs	Volume	
Key concepts	1) <u>Construct and interpret plans and elevations of 3D shapes</u>	<p>Interpret, analyse and compare the distributions of data sets from univariate empirical distributions through:</p> <p>1) Appropriate measures of central tendency (median, mean, mode and modal class)</p> <p>2) spread (range, including consideration of outliers, <b>quartiles and inter-quartile range</b>)</p>	<p>1) Recognise, sketch and interpret graphs of:</p> <ul style="list-style-type: none"> <li>• linear functions,</li> <li>• quadratic functions,</li> <li>• <u>simple cubic functions</u></li> <li>• <u>reciprocal function where</u></li> </ul> $y = \frac{1}{x}$ <p style="text-align: center;"><u>with</u> <math>x \neq 0</math></p>	<p>1) Compare lengths, areas and volumes using ratio notation. Link to scale factors and <u>similarity</u></p> <p>2) Know and apply the formulae to calculate the volume of cuboids and other right prisms (including cylinders)</p> <p>3) <u>Calculate the volume of spheres, pyramids, cones and composite solids</u></p> <p>4) <u>Calculate exactly with multiples of `pi`</u></p>	



		<p>3) Apply statistics to describe a population</p> <p>4) <u>Infer properties of populations or distributions from a sample, whilst knowing the limitations of sampling</u></p>		
Themes	<b>Plans and elevations</b>	<b>Averages</b>	<b>Sketching graphs</b>	<b>Volume</b>
Challenge	1) Drawing 3D shapes from plans and elevations	<p>1) Interpret answers in context of the question</p> <p>1) Identify which type of average is best and why</p> <p>1) Calculate median of a frequency table</p> <p>2) Calculate quartiles and interquartile range of a frequency table</p>	<p>1) Identify key points on the graph, i.e. y-intercepts, roots and turning points on their graphs</p> <p>1) Include exponential graphs and are aware that they always cut y-axes at 1 and why.</p> <p>1) Interpret graphs in real life situations</p> <p>1) Give examples of variables which would produce graphs given</p>	<p>2) Multi-step problems involving volume of cubes, cuboids and other right prisms (including cylinders)</p> <p>3) Volume of frustums</p>
Support	1) Nets of 3D shapes	1) Calculate averages of raw data,	1) Aware of the basic shapes for each type of graph and what the	1) Recap link between the scale factors for length, area and volume



		<p>1) Calculate mean and mode of ungrouped and grouped frequency tables</p> <p>2) Calculate quartiles and interquartile range of raw data</p> <p>3) When comparing data sets always give two statements, one based on the average and one based on the spread of the data</p>	<p>equation would look like. Matching exercises</p>	<p>Length ~ scale factor Area ~ (scale factor)<sup>2</sup> Volume ~ (scale factor)<sup>3</sup></p> <p>3) Recap methods of substitution, reminding students that BIDMAS applies to algebra as well.</p> <p>3) These formulas will be provided in the exam</p>
Literacy focus	Key words: Plans, front elevation, side elevation, net,	Key words: Mode, median, mean, range, quartiles, interquartile range, raw data, frequency tables	Key words: Linear, quadratic, cubic, reciprocal, exponential, graphs, y-intercept, roots, turning point	Key words: Volume, area, similarity, cube, cuboids, prisms, spheres, pyramids, cylinders, cones, frustums, substitute
Cross-curricular links	Design and technology	Science, Geography, Business	Science, Geography, Business	
SMSC & MBV				
ASSESSMENTS	Assessment 3 ~ February	Assessment 3 ~ February	Assessment 3 ~ February	Assessment 3 ~ February
Out of school learning	Weekly homework based on work covered in class	Weekly homework based on work covered in class	Weekly homework based on work covered in class	Weekly homework based on work covered in class



Scheme of Work		SUBJECT: Mathematics		YEAR: 10 Higher (set 2) ~ Spring term 2	
	<b>Collecting and representing continuous data CF &amp; Histograms</b>	<b>Simultaneous equations</b>	<b>Inequalities</b>		
Key concepts	<b>1) Construct and interpret diagrams for grouped discrete data and continuous data, i.e. histograms with equal and unequal class intervals and cumulative frequency graphs, and know their appropriate use</b>	1) <u>Solve two simultaneous equations in two variables (linear / linear or linear/quadratic) algebraically</u>  2) <u>Find approximate solutions using a graph</u>  3) <u>Translate simple situations or procedures into algebraic expressions or formulae</u>  4) <u>Derive two simultaneous equations, then solve the equations and interpret the solution</u>	1) <u>Solve linear inequalities in one or two variables and quadratic inequalities in one variable</u>  2) <u>Represent the solution set on a number line, using set notation and on a graph</u>		
Themes					



	<b>Cumulative frequency and histograms</b>	<b>Simultaneous equations</b>	<b>Inequalities</b>
Challenge	<p>1) Estimate the number of values that are less than or greater than a given value using a cumulative frequency curve</p> <p>1) Compare two sets of data using box plots, compare the medians and then the range or IQR</p> <p>1) Calculate frequencies from a histogram</p> <p>1) Solve problems such as calculating the mean, proportion of responses above a certain value etc.</p>	<p>1) Use method of elimination to solve 2 linear simultaneous equations</p> <p>1) Use the method of substitution to solve 2 simultaneous equations</p> <p>1) Solve two simultaneous equations, one linear and one quadratic using the method of substitution</p> <p>2) Represent graphically two linear equations and estimate the solution</p> <p>2) Represent graphically one linear one quadratic and estimate the solution</p> <p>4) Create a pair of linear equations and then solve using any of the methods covered above</p>	<p>1) Solve linear inequalities in two variables</p> <p>1) Solve quadratic inequalities in the form <math>x^2 + bx + c</math> (helps to draw a graph of the equation first)</p> <p>2) Represent 2 or more linear inequalities on the same graph and shade the region which satisfies all inequalities.</p> <p>2) Use graphs to show region satisfied by two inequalities, one quadratic and one linear.</p>
Support	<p>1) When constructing frequency polygons, cumulative frequency curves and histograms ensure students use a continuous scale along the horizontal axes.</p>	<p>1) Solve simultaneous equations using the elimination method, slowly building up to multiplying both equations</p>	<p>1) Solve linear inequalities with one unknown on one side using the same methods as used for solving equations.</p>



		<p>2) Recap constructing graphs of linear and quadratic equations</p> <p>3) Create and solve linear equations from worded descriptions</p>	<p>2) Represent solution on a number line, understanding the difference between a clear circle and a shaded circle</p> <p>2) Recap drawing linear graphs using the gradient and y-intercept.</p> <p>2) Represent a single inequality on a graph</p>
Literacy focus	Key words Frequencies, cumulative, box plot, median, upper and lower quartiles, histograms, frequency density	Key words: Simultaneous, equations, linear, quadratic, graphically, solution	Key words: Inequality, equation, graph, linear, quadratic, region, solution
Cross-curricular links			Science
SMSC & MBV			
ASSESSMENTS	Assessment 4 ~ Easter	Assessment 4 ~ Easter	Assessment 4 ~ Easter
Out of school learning	Weekly homework based on work covered in class	Weekly homework based on work covered in class	Weekly homework based on work covered in class





Scheme of Work		SUBJECT: Mathematics	YEAR: 10 Higher (set 2) ~ Summer term 1
	Algebra recap and review	Trigonometry recap and extension	Sine and cosine rule
Key concepts	<p>1) <u>Use the form</u> <math>y = mx + c</math> to identify <b>parallel lines</b> and <b>perpendicular lines</b></p> <p>2) <u>Find the equation of the line through two given points, or through one point with a given gradient</u></p> <p>3) Identify and interpret gradients and intercepts of linear functions graphically and algebraically</p> <p>4) Plot and interpret graphs (<u>including reciprocal graphs</u> and <b>exponential graphs</b>) and graphs of non-standard functions in real contexts, to find approximate solutions to problems</p>	<p>1) <u>Know the formula for Pythagoras' Theorem</u> <math>a^2 + b^2 = c^2</math></p> <p><u>Apply it to find length in right angled triangles</u> and, <b>where possible, general triangles</b> in <u>two and three dimensional figures</u></p> <p>2) <u>Know and use the trigonometric ratios</u></p> $\sin \theta = \frac{\textit{opposite}}{\textit{Hypotenuse}}$ $\cos \theta = \frac{\textit{Adjacent}}{\textit{Hypotenuse}}$	<p>1) <b>Know and apply the Sine rule</b></p> $\frac{a}{\sin A} = \frac{b}{\sin B} = \frac{c}{\sin C}$ <p><b>and Cosine rule</b></p> $a^2 = b^2 + c^2 - 2bc \cos A$ <p><b>to find unknown lengths and angles</b></p> <p>2) <b>Know and apply</b> <math>= \frac{1}{2} ab \sin C</math> <b>to calculate the area, sides or angles of any triangle</b></p>



	<p>such as simple kinematics problems involving distance, speed and acceleration</p> <p>5) Solve linear equations in one unknown algebraically <u>Including those with the unknown on both sides of the equation</u></p>	$\tan \theta = \frac{\text{Adjacent}}{\text{Opposite}}$ <p><u>Apply them to find angles and lengths in right-angled triangles and, where possible, general triangles in two and three dimensional figures</u></p> <p>3) <u>Know the exact values of</u></p> <p><u>Sin <math>\theta</math> and Cos <math>\theta</math> 0°, 30° 45°, 60° and 90°</u></p> <p><u>Know the exact value of</u></p> <p><u>Tan <math>\theta</math> 0°, 30°, 45° and 60°</u></p> <p>4) <u>Apply angle facts, triangle congruence, similarity and properties of quadrilaterals to conjecture and derive results about angles and sides including Pythagoras' Theorem, use known results to obtain simple proofs</u></p>	
--	--	---	--



		5) Compare lengths using ratio notation; <u>Make links to trigonometric ratios</u>	
Themes	<b>Graphs</b>	<b>Trigonometry and Pythagoras</b>	<b>Sine and cosine rule</b>
Challenge	<p>1) Discuss the relationship between the gradients of perpendicular lines</p> <p>2) Find the equation of perpendicular lines</p> <p>2) Find the equation of lines given in geometric problems involving circles</p> <p>4) Calculate distance from a speed-time graph, by calculating area under the graph</p> <p>4) Estimate distance from a curved speed-time graph by splitting into rectangles and trapeziums</p> <p>4) Understand, calculate and interpret acceleration.</p>	<p>1) Calculate missing side lengths in 3D shapes</p> <p>1) Multi-step questions involving Pythagoras</p> <p>2) Calculate missing side lengths and angles in 3D shapes</p> <p>2) Multi-step questions involving Trigonometry</p>	<p>1) Student derive rules for angles</p> <p>1) Identify which rule to use in different situations</p> <p>2) Identify when to use rules for area of triangles</p>
Support	1) Recap drawing straight line graphs using the gradient and intercept	1) Calculate missing sides in right angled triangles using Pythagoras's Theorem	1) Recap rules for substitution and reiterate importance of BIDMAS in algebra



	<p>2) Calculate the gradient of a line segment</p> <p>3) Identify gradient and intercept from an equation</p> <p>3) Work out the equation of a straight line on a graph</p> <p>4) Plot quadratic and cubic graphs and estimate solutions from the graphs</p> <p>5) Recap methods for solving equations with one unknown.</p>	<p>1) Calculate missing sides in special triangles</p> <p>2) Calculate missing sides and angles in right angled triangles</p> <p>2) Calculate missing sides and angles in special triangles</p> <p>3) Need to be able to recall these, Trig song on 'You tube' is useful</p>	<p>1) Provide rules for angles</p> <p>2) Recap rule for calculating area of triangles when height is known</p>
Literacy focus	<p>Key words: Gradient, intercept, parallel, perpendicular, equation, linear, quadratic, cubic, reciprocal, exponential, speed, distance, time, acceleration</p>	<p>Key words: Pythagoras, theorem, trigonometry, sine, cosine, tangent, opposite, adjacent, hypotenuse, triangles, isosceles, equilateral</p>	<p>Key words Sine, Cosine, corresponding side/angle</p>
Cross-curricular links		Design Technology	
SMSC & MBV			
ASSESSMENTS	Assessment 5 ~ Year 10 mock	Assessment 5 ~ Year 10 mock	Assessment 5 ~ Year 10 mock
Out of school learning	Weekly homework based on work covered in class	Weekly homework based on work covered in class	Weekly homework based on work covered in class



Scheme of Work		SUBJECT: Mathematics	YEAR: 10 Higher (set 2) ~ Summer term 2
	Catch up time	Revision for year 10 Mocks	
Key concepts	Use this time to either; <ul style="list-style-type: none"> <li>Catch up on anything not done</li> </ul> Go back over anything the teacher feel needs redoing	Revision for Mock examinations ~  At class teachers' discretion	
Themes			
Challenge			
Support			
Literacy focus	Key words	Key words	
Cross-curricular links			
SMSC & MBV			
ASSESSMENTS	Assessment 5 ~ Year 10 mock	Assessment 5 ~ Year 10 mock	

# Queen Elizabeth High School



Out of school learning	Revision for year 10 mocks	Revision for year 10 mocks
------------------------	----------------------------	----------------------------