



MATHS

CURRICULUM OVERVIEW

Mr G Grundy

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Mission Statement

Believe. Belong. Achieve.

At All Hallows RC High School, we are a Christ-centred community committed to living out the Gospel values in every aspect of our school life. Our school mission is to inspire, support and challenge every member of our school. We **believe** that every person is created in the image of God and that they grow in faith guided by the teachings of Christ. We strive to foster an environment where love, peace, courage, justice and kindness guide our actions so we develop into compassionate, resilient individuals who contribute positively to the world around them.

We are a community built on love, demonstrating unconditional respect and kindness for all. By fostering strong relationships, we ensure that every individual feels that they **belong**, are valued, supported and accepted as part of our family. We celebrate our differences and each person's uniqueness. We encourage forgiveness and understanding to create an environment where every pupil can flourish in their own way.

Through these values, All Hallows RC High School nurtures the whole person spiritually, academically and socially so they can **achieve**. We are a school where the Gospel values are not just ideals but the foundation of everything we do. With Christ at the centre, we enrich the lives of our pupils and guide them on the path of faith, purpose and integrity.

Curriculum Intent

“Without mathematics, there’s nothing you can do. Everything around you is mathematics. Everything around you is numbers.”

Shakuntala Devi

The Mathematics Curriculum at All Hallows aims to allow all students access to a range of experiences that will:

- Develop a broad knowledge and understanding of the mathematical concepts that allow students to become numerate and resilient problem solvers.
- Help them understand the links between key mathematical concepts and see how they are used in a variety of interesting and useful contexts.
- Allow them to realise the power that mathematics has to help us communicate effectively in a technological world.
- Allow them to appreciate the intrinsic and aesthetic qualities of mathematical shapes, proofs and patterns.
- Allow them to realise the satisfaction of tackling a problem or a puzzle and understanding that good Mathematicians are stuck most of the time.

Mathematics is the means of exploring and communicating the ideas and patterns that make up our world. We aim to build on the many skills that are developed in primary school so that we can provide a meaningful and enjoyable secondary experience. Students will be placed into setted groups according to their performance in the KS2 maths tests so that all students can develop at an appropriate level. Regular assessment helps to ensure that all potential is spotted and groups are adjusted accordingly during the year.

KS3 Order of Teaching

Our scheme of work focuses on the six subject content areas identified in the Key Stage 3 National Curriculum for mathematics:

- Number
- Algebra
- Ratio, proportion and rates of change
- Geometry and measures
- Probability
- Statistics

All of these elements are covered in Year 7 and the experience is enriched for students with opportunities to develop their problem solving ability.

The mathematics course in Year 8 is designed to build on the skills and understanding that students develop in their Year 7. As such the headings are very similar but topics are developed to a higher degree and the complexity of problems increases. Students are still placed in setted groups according to their abilities. Regular assessment helps to ensure that all potential is spotted and the groups are adjusted accordingly during the year.

The mathematics course in Year 9 builds on the skills and understanding that students have already developed. It is designed to prepare all of the students for the transition to their GCSE courses. Students continue to be taught in setted classes according to their abilities. Regular assessment monitors progress and ensures all potential is recognised.

Our scheme of learning covers all of the requirements for the National Curriculum and is scheduled as follows.

KS3

Year	Term 1	Term 2	Term 3
Year 7	Factors, Multiples and Primes Division and Fractions Place Value and Arithmetic Rounding and Estimation Length, area and volume Expressions	Time, units and measure. Proportional Equivalence Properties of shapes Angles Transformations Statistics	Order of Operations Sequences Equations Proportionality and ratio Probability Constructions, Scale drawing and ratio
	Dignity	The common good	The option for the poor
Year 8	Properties of Number and Indices Division and Fractions Place Value and Arithmetic Rounding and Estimation Length, area and volume Expressions	Time, units and measure. Proportional Equivalence Properties of shape Angle rules Transformations Statistics	Order of Operations Sequences, rules and graphs Equations Proportionality and ratio Probability Constructions Scale Drawing
	Dignity	The option for the poor	Solidarity
Year 9	Properties of Number - Indices and Surds Division and Fractions Place Value and Arithmetic Rounding and Estimation Length, area and volume Expressions	Proportional Equivalence Properties of shape Angle rules and circle theorems Order of Operations Indices Transformations Formulae and Equations	Formula Sequences, rules, linear and quadratic graphs Proportionality and ratio Enlargement and similarity Probability
	The option for the poor/ The common good		

KS4 Order of Teaching

Year	Term 1		
10	NUMBER OPERATIONS AND INTEGERS	FRACTIONS, DECIMALS AND PERCENTAGES	INDICES AND SURDS
		THE COMMON GOOD	
11	MENSURATION	PROBABILITY	STATISTICS
		DIGNITY	

Year	Term 2		
10	APPROXIMATION AND ESTIMATION	RATIO, PROPORTION AND RATES OF CHANGE	ALGEBRA
11	REVISION	REVISION	REVISION

Year	Term 3		
10	GRAPHS OF EQUATIONS AND FUNCTIONS	BASIC GEOMETRY	CONGRUENCE AND SIMILARITY
11	REVISION		



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