KAA Curriculum Overview	Maths SoW 22/23- Year 7-11	Year 8	EOY Exam	Sequencing and Progression	
Rationale Having built a solid understanding of fundamental mathematical thinking in year 7 and explored numerical, proportional, multiplicative and geometric reasoning, in year 8 students will develop this understanding further and apply what they already know to new topics and concepts. When planning year 8 lessons, teachers should take in account what students have already seen in year 7, checking student knowledge of these prerequisites and looking for opportunities for links with previous learning. This should set up pupils to be as successful as possible when encountering new content such as circles, factorising, angles in parallel line and constructions. The focus when delivering this new content should be on securing the basic fundamentals and developing a deep understanding of the content, rather than rushing through and covering as much as possible. For example, students should develop a familiarity with using a calculator to work with percentages in SPR1, learning about multipliers and how this fits into their existing knowledge of percentages. Whereas previously this has been extended to compound interest and depreciation, we now believe it will be more appropriate at this stage to secure a fundamental understanding of multipliers themselves and set the students up well to extend this to compound interest further down the school. Using resources such as Craig Barton, WhiteRose and MathsPad, there should be ample opportunity to stretch high-attaining students without introducing too much content which should be left for years 9 and 10 when basic fundamentals are secured.			*What content and skills will be assessed in the EOY exam?* Procedural fluency around and conceptual understanding of the content covered over the course of the year. Problem-solving questions which encourage pupils to make links between topics.	*How does this year build on what they've learnt last year?* With topics like expanding and factorising, lessons do not need to start from scratch and should take into account the content which was covered in year 7. The main focus for AUT2 should be pupils factorising confidently and then solving more complex equations than they were in year 7.	*How will it benefit them as they move forward next year?* Topics mastered in year 8 will be consistently interleaved into the SoW later down the school so aid student retention and promote pupil progress.

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Link to MTP Overview	8F AUT1 MTP 22/23 8H AUT1 MTP 22/23	8F AUT2 MTP 22/23 8H AUT2 MTP 22/23	8F SPR1 MTP 22/23 8H SPR1 MTP 22/23	8F SPR2 MTP 22/23 8H SPR2 MTP 22/23	8F SUM1 MTP 22/23 8H SUM1 MTP 22/23	8F SUM2 MTP 22/23 8H SUM2 MTP 22/23
Topic studied	• Rounding and calculator skills (1 weeks) • Using formulae (2) • Trapezia and circles (3)	• Expanding and factorising (2.5 weeks) • Equations and inequalities (2.5)	• Volume and surface area of prisms and cylinders (2) • Angles in parallel lines (2) • Percentage multipliers (2)	• Fraction arithmetic (3) • Probability diagrams (2)	• Coordinates (2.5) • Ratio and scale (2.5)	• Constructions (1.5) • Bearings (1) • Synoptic revision • Islamic architecture project
Adjustments following last assessments / evaluation.	'Using formulae' topic extended to give pupils a chance to review algebra work from year 7 and then have confidence substituting into formulae for the area of a trapezia and circles.	Pupils should not need to start from scratch here - expanding was covering in year 7 so factorising should be the main focus.	Again be aware of what has already been covered in year 7 here - focus in the last two weeks should be on calculator methods for percentages - no need to go to compound interest here.	We don't need to go as far as tree diagrams here - just build a solid understanding of probability and expressing probabilities as numbers between 0 and 1.		
Key knowledge and skills students need to have gained by the end of the unit	Rounding and calculator skills Using formulae Trapezia and Circles	Expanding and Factorising Equations and Inequalities	Volume of Prisms and Cylinders Angles in Parallel Lines Percentage multipliers	Fractions Probability Diagrams	Coordinates and Plotting Lines Ratio and Scale	Constructions and loci Bearings
How is understanding assessed at the end of the unit?		Formal assessment in the second last week of AUT2		Formal assessment in the second last week of SPR2		Formal end-of-year assessment