Key Stage 4: Year 10 (Please note that the content in **bold** is for higher only; standard and underlined type is for both higher and foundation)

		Overall Curr	riculum Goals						
	Pythagoras' Theorem and trigonometry, probability, transformations and constructions, fractions, decimals, percentages and ratio, and area and volume.								
To develop fluent knowledge, skills and understanding of mathematical methods and concepts within each topic area									
	ly mathematical techniques to solve prob								
	To reason mathematically, make deductions and inferences, and draw conclusions								
 To comprehend, interpret 	and communicate mathematical informa	ition in a variety							
of forms appropriate to the	e information and context.								
Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6				
Indices and Standard Form	Angles, Pythagoras' Theorem and	MATHS MOCK BASED ON TOPICS	Sequences and Graphs	FDP (CONT)	Area and Volume				
 order positive and 	Trigonometry	TAUGHT UP TO CHRISTMAS	(CONT):	 apply the four 	 know and apply 				
negative integers,	 use conventional terms 		generate terms of a	operations, including	formulae to calculate:				
decimals and fractions;	and notations: points,	Probability	sequence from either a	formal written methods,	area of triangles,				
use the	lines, vertices, edges,	 record, describe and 	term-to-term or a position-	to integers,	parallelograms,				
symbols =, ≠, <, >, ≤,	planes,	analyse the frequency	to	decimals and simple	trapezia; volume of				
≥	parallel lines,	of outcomes of	term rule	fractions (proper and	cuboids and other right				
apply systematic listing	perpendicular lines, right	probability	recognise and use	improper), and mixed	prisms (including				
strategies, including	angles, polygons, regular	experiments using	sequences of triangular,	numbers –	cylinders)				
use of the product	polygons	tables and frequency	square and cube	all both positive and	 know the formulae: 				
rule for	and polygons with	trees	numbers, simple	negative; understand and	circumference of a				
counting (i.e. if there	reflection and/or rotation	 apply ideas of 	arithmetic progressions,	use place value	circle = $2\pi r = \pi d$, area				
are <i>m</i> ways of doing	symmetries; use the	randomness, fairness	Fibonacci type sequences,	(e.g. when working with	ofa				
one task and for each	standard	and equally likely	guadratic sequences, and	very large or very small	circle = πr^2 ; calculate:				
of	conventions for labelling	events to calculate	simple geometric	numbers, and when	perimeters of 2D				
these, there are <i>n</i>	and referring to the sides	expected outcomes of	progressions (<i>rn</i> where <i>n</i>	calculating with decimals)	shapes, including				
ways of doing another	and angles of triangles;	multiple future	is an integer, and r is a	 calculate exactly with 	circles; areas of				
task, then the total	draw diagrams from	experiments	rational	fractions, surds and	circles and composite				
number	written description	 relate relative expected 	number > 0 or a surd)	multiples of π ;	shapes; surface area				
of ways the two tasks	 apply the properties of 	frequencies to	and other sequences	simplify surd	and volume of spheres,				
can be done is $m \times n$	angles at a point, angles	theoretical probability,	 deduce expressions to 	expressions involving	pyramids, cones and				
ways)	at a point on a straight	using	calculate the n th term	squares	composite solids				
 use positive integer 	line,	appropriate language	of linear and quadratic	(e.g. √12 = √(4 × 3) =	 calculate arc lengths, 				
powers and associated	vertically opposite	and the 0-1 probability	sequences	$\sqrt{4} \times \sqrt{3} = 2\sqrt{3}$) and	angles and areas of				
real roots (square, cube	angles; understand and	scale	Graphs	rationalise	sectors of circles				
and	use alternate and	apply the property that	work with coordinates	denominators					
higher), recognise	corresponding	the probabilities of an	in all four quadrants	 work interchangeably 					
powers of 2, 3, 4, 5;	angles on parallel lines;	exhaustive set of	• plot graphs of equations	with terminating					
estimate powers and roots of	derive and use the sum	outcomes	that correspond to	decimals and their					
any given positive number	of angles in a triangle	sum to one;	straight-line graphs in	corresponding					
 calculate with roots, and 	(e.g.	 apply the property that 	the	fractions (such as 3.5					
with integer and	to deduce and use the	the probabilities of an	coordinate plane; use	and 7					
fractional indices	angle sum in any	exhaustive set of	the form $\mathbf{y} = \mathbf{m}\mathbf{x} + \mathbf{c}$ to	2					
•	polygon, and to derive	mutually exclusive	identify parallel and	or 0.375 or 3					
calculate exactly with	properties of	events sum to one	perpendicular lines; find the	8					
fractions, surds and	regular polygons)	 understand that 	equation of the line); change recurring decimals					
multiples of π ;	 derive and apply the 	empirical unbiased	through two given	into their corresponding					
simplify surd	properties and	samples tend towards	points	fractions and vice versa					
expressions involving	definitions of: special	theoretical	or through one point	 identify and work with 					
squares	types of	probability distributions,	with a given gradient	fractions in ratio					
	quadrilaterals, including	with increasing sample		problems					
	square, rectangle,	size							

(e.g. √12 = √(4 ×	parallelogram,	 enumerate sets and 	 identify and interpret 	 interpret fractions and
3) = $\sqrt{4} \times \sqrt{3}$ =	trapezium, kite	combinations of sets	gradients and intercepts	percentages as
2√3) and	and rhombus; and	systematically, using	of linear functions	operators
rationalise	triangles and other plane	tables, grids,	graphically	 express one quantity as
denominators	figures using appropriate	Venn diagrams and tree	and algebraically	a fraction of another,
 calculate with and 	language	diagrams	FDP	where the fraction is
interpret standard	know the	construct theoretical	 apply the four 	less than
form $\mathbf{A} \times 10\mathbf{n}$, where	formulae for:	possibility spaces for	operations, including	1 or greater than 1
$1 \le \mathbf{A} < 10$ and \mathbf{n} is	Pythagoras'	single and combined	formal written methods,	 use ratio notation,
an integer	theorem a2 +	experiments	to integers,	including reduction to
 estimate answers; 	b2 = c2, and	 calculate the probability 	decimals and simple	simplest form
check calculations	the	of independent and	fractions (proper and	 divide a given quantity
using approximation	trigonometric	dependent combined	improper), and mixed	into two parts in a
and estimation,	ratios, $\sin \theta =$	events,	numbers –	given part:part or
including answers	opposite	including using tree	all both positive and	part:whole
obtained using	$\cos \theta =$	diagrams and other	negative; understand and	ratio; express the
technology	adjacent	representations, and	use place value	division of a quantity
	and	know the	(e.g. when working with	into two parts as a
Algebra: manipulation and	hypotenuse hypotenuse	underlying assumptions	very large or very small	ratio; apply ratio
equations	• $\tan \theta = \text{opposite}$	calculate and interpret	numbers, and when	to real contexts and
simplify and manipulate	adjacent	conditional probabilities	calculating with decimals)	problems (such as
	; apply them to find	through representation	 calculate exactly with 	those involving
algebraic expressions	angles and lengths in	using expected	fractions, surds and	conversion,
(including those involving surds and algebraic	right-angled	frequencies with two-	multiples of π ;	comparison, scaling,
-	triangles and, where	way tables,	simplify surd	mixing, concentrations)
fractions) by:	possible, general	tree diagrams and Venn	expressions involving	define percentage as
collecting like terms	triangles in two and	diagrams	squares	'number of parts per
• multiplying a single term	three		(e.g. $\sqrt{12} = \sqrt{4 \times 3} =$	hundred'; interpret
over a bracket	dimensional figures	Sequences and Graphs:	$\sqrt{4} \times \sqrt{3} = 2\sqrt{3}$ and	percentages
 taking out common factors 	 know the exact values of 	generate terms of a	rationalise	and percentage
• expanding products of two	$\sin \theta$ and $\cos \theta$ for $\theta = 0^{\circ}$,	sequence from either a	denominators	changes as a fraction or
or more binomials	30°, 45°, 60° and 90°;	term-to-term or a position-	 work interchangeably 	a decimal, and interpret
• factorising quadratic	know the exact value of	to	with terminating	these
expressions of the form $x^2 + bx + x^2 + bx^2 + b$	$\tan \theta$ for $\theta = 0^{\circ}$, 30° , 45° and	term rule	decimals and their	multiplicatively; express
bx + c, including the	60	recognise and use	corresponding	one quantity as a
difference of two squares;	know and apply	sequences of triangular,	fractions (such as 3.5	percentage of another;
factorising quadratic expressions of the	the sine rule	square and cube	and 7	compare
form $ax^2 + bx + c$		numbers, simple	2	two quantities using
		arithmetic progressions,	or 0.375 or 3	percentages; work with
simplifying expressions involving	$ = \stackrel{b}{\longrightarrow} $	Fibonacci type sequences,	8	percentages greater
	- sin B	quadratic sequences, and); change recurring decimals	than 100%;
		simple geometric	into their corresponding	solve problems
powers, including	$= \begin{bmatrix} c \\ -i c \end{bmatrix}$	progressions (<i>rn</i> where <i>n</i>	fractions and vice versa	involving percentage
the laws of indices	sin C	is an integer, and r is a	 identify and work with 	change, including
understand and use standard mathematical	• ,	rational	fractions in ratio	percentage
standard mathematical	and cosine rule $a2 = b2$	number > 0 or a surd)	problems	increase/decrease and
formulae; rearrange	$+ c2 - 2bc \cos A$, to find	and other sequences	 interpret fractions and 	original value problems,
formulae to	unknown lengths and	 deduce expressions to 	percentages as	and simple interest
change the subject	angles	calculate the n th term	operators	including
know the difference between	know and apply Area	of linear and quadratic	 express one quantity as 	in financial mathematics
an equation and an identity;	$= ab \sin C$	sequences	a fraction of another,	Transformations
argue		Graphs	where the fraction is	 identify, describe and
mathematically to show	to calculate the area,			construct congruent
algebraic expressions are				

equivalent, and use algebra to support and construct arguments and proofs where appropriate, interpret simple expressions as functions with inputs • and outputs; interpret the reverse process as the 'inverse function'; interpret the succession of two functions as a 'composite function' (the use of formal function notation is expected) • find approximate solutions to equations numerically using iteration 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	sides or angles of any triangle	 work with coordinates in all four quadrants plot graphs of equations that correspond to straight-line graphs in the coordinate plane; use the form y = mx + c to identify parallel and perpendicular lines; find the equation of the line through two given points or through one point with a given gradient identify and interpret gradients and intercepts of linear functions graphically and algebraically 	 less than or greater than 1 use ratio notation, including reduction to simplest form divide a given quantity into two parts in a given part:part or part:whole ratio; express the division of a quantity into two parts as a ratio; apply ratio to real contexts and problems (such as those involving conversion, comparison, scaling, mixing, concentrations) define percentage as 'number of parts per hundred'; interpret percentages and percentage changes as a fraction or a decimal, and interpret these multiplicatively; express one quantity as a percentage of another; compare two quantities using percentages; work with percentages greater than 100%; solve problems involving percentage increase/decrease and original value problems, and simple interest including in financial mathematics 	and similar shapes, including on coordinate axes, by considering rotation, reflection, translation and enlargement (including fractional and negative scale factors) • describe the changes and invariance achieved by combinations of rotations, reflections and translations	Key Vocabulary/Concepts/Ideas
Integer, number, digit,	Quadrilateral, angle, polygon,	Probability, mutually	constructions, compasses,	Rotation, reflection,	Quadratic, solution, root,
negative, decimal, addition, subtraction, multiplication,	interior, exterior, proof, tessellation, symmetry,	exclusive, conditional, tree diagrams, sample space,		translation, transformation, enlargement, scale factor,	linear, solve, simultaneous, inequality, completing the

division, remainder, operation, estimate, power, roots, factor, multiple, primes, square, cube, even, odd, surd, rational, irrational standard form, simplify Expression, identity, equation, formula, substitute, term, 'like' terms, index, power, negative and fractional indices, collect, substitute, expand, bracket, factor, factorise, quadratic, linear, simplify, approximate, arithmetic, geometric, function, sequence, <i>n</i> th term, derive	parallel, corresponding, alternate, co-interior, vertices, edge, face, sides, Pythagoras' Theorem, sine, cosine, tan, trigonometry, opposite, hypotenuse, adjacent, ratio, elevation, depression, segment, length	outcomes, theoretical, relative frequency, Venn diagram, fairness, experimental linear, simplify, approximate, arithmetic, geometric, function, sequence, <i>n</i> th term, derive Rotation, transformation, enlargement, scale factor, vector, centre, angle, direction, mirror line, centre of enlargement, describe, distance, congruence, similar, combinations, single, corresponding, constructions, compasses, protractor, bisector, bisect, line segment, perpendicular, loci, bearing	line segment, perpendicular, loci, bearing Addition, subtraction, multiplication, division, fractions, mixed, improper, recurring, reciprocal, integer, decimal, termination, percentage, VAT, increase, decrease, multiplier, profit, loss, ratio, proportion, share, parts	vector, centre, angle, direction, mirror line, centre of enlargement, describe, distance, congruence, similar, combinations, single, corresponding, Triangle, rectangle, parallelogram, trapezium, area, perimeter, formula, length, width, prism, compound, measurement, polygon, cuboid, volume, nets, isometric, symmetry, vertices, edge, face, circle, segment, arc, sector, cylinder, circumference, radius, diameter, pi, composite, sphere, cone, capacity, hemisphere, segment, frustum, bounds, accuracy, surface area	square, factorise, rearrange, surd, function, solve, circle, sets, union, intersection
CEIAGS AND Extra Curricular	CEIAGS AND Extra Curricular	CEIAGS AND Extra	CEIAGS AND Extra	CEIAGS AND Extra	CEIAGS AND Extra
		Curricular	Curricular	Curricular	Curricular
Scientist, Astronomer, Air	Artist, /construction,	Fashion designer, plumber, game	Accountant, banker, retail	Painter, chemist, dentist,	Business manager, financial
traffic controller, carpenter,	astronomy, cartoonist,	developer, interior designer, cartologist, surveyor	or food sector, pharmacist,	builder	analyst, computer
nutritionist	cartologist, crime scene		doctor, health staff, chef,		programmer, research
	investigators	ADDITIONAL MATHS FSMQ	dietitian	ADDITIONAL MATHS FSMQ	scientist
ADDITIONAL MATHS FSMQ		RUNS THROUGHOUT THE		RUNS THROUGHOUT THE	
RUNS THROUGHOUT THE	ADDITIONAL MATHS FSMQ	YEAR	ADDITIONAL MATHS FSMQ	YEAR	ADDITIONAL MATHS FSMQ
YEAR					
	RUNS THROUGHOUT THE		RUNS THROUGHOUT THE		RUNS THROUGHOUT THE
	RUNS THROUGHOUT THE YEAR	UKMT CHALLENGES	RUNS THROUGHOUT THE YEAR	UKMT CHALLENGES	RUNS THROUGHOUT THE YEAR
UKMT CHALLENGES	YEAR	UKMT CHALLENGES THROUGHOUT THE YEAR	YEAR	UKMT CHALLENGES THROUGHOUT THE YEAR	YEAR
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Key Stage 4: Year 11 (Please note that the content in **bold** is for higher only; standard and underlined type is for both higher and foundation)

	Overall Curriculum Goals								
•	• To build on the foundations of number, algebra, geometry and measure and statistics from year 10 through a detailed focus on the following topic areas: simultaneous equations and quadratics, vectors, circle theorems, data,								
	similarity and congruency, and trigonometric graphs and transformations of graphs.								
•	To develop fluent knowledge, skills and understanding of mathematical methods and concepts within each topic area								
•		To acquire, select and apply mathematical techniques to solve problems							
•		deductions and inferences, and draw con							
•		mmunicate mathematical information in	a variety						
	of forms appropriate to the inform								
•		ues for three terminal papers of a synopt		11-15	11-16 7	11-16 7			
	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6			
	phs, including quadratics and	Circle Theorems	Mock feedback and PinPoint	Preparation for the second mock		Preparation for the terminal			
	ultaneous equations	 apply and prove the 	Learning	examinations through consolidation	Revision for GCSE	examinations			
•	identify and interpret	standard circle theorems	Moule in this half tauns will be based	of topics.	Examinations				
	roots, intercepts, turning	concerning angles,	Work in this half term will be based						
	points of quadratic	radii, tangents and chords, and use them to	also on topic areas identified from the mock exam.						
	functions graphically; deduce roots	prove related results							
	algebraically and	prove related results							
	turning points by	Data	Trigonometric graphs and						
	completing	 infer properties of 	functions (HIGHER)						
	the square	populations or	 recognise, sketch 						
•	solve quadratic	distributions from a	and interpret						
	equations (including	sample, while	graphs of linear						
	those that require	knowing	functions, quadratic						
	rearrangement)	the limitations of	functions, simple						
	algebraically by	sampling	cubic functions, the						
	factorising, by	 interpret and 	reciprocal function y						
	completing the square	construct tables,	= with $x \neq 0, x$						
	and by using the	charts and	$=$ with $x \neq 0, x$ exponential						
	quadratic formula; find	diagrams, including	functions $y = kx$						
	approximate solutions	frequency	for positive						
	using a graph	tables, bar charts,	values of k, and						
•	solve linear inequalities	pie charts and	the						
	in one or two	pictograms for	trigonometric						
	variable(s), and	categorical data,	functions (with						
	quadratic	vertical line charts	arguments in						
	inequalities in one	for ungrouped	degrees) $y = \sin x_{t}$						
1	variable; represent the	discrete numerical	$y = \cos x$ and $y = \tan x$						
1	solution set on a number	data, tables and line	for angles of any						
1	line,	graphs for	size						
	using set notation and	time series data and	 sketch 						
Ver	on a graph	know their	translations and						
vec	tors describe translations as	appropriate useconstruct and	reflections of a						
•	2D vectors		given function						
	apply addition and	interpret diagrams for grouped							
•	subtraction of vectors,	discrete data and							
	multiplication of vectors,	continuous data,							
1	by a	i.e. histograms							
1	scalar, and diagrammatic	with equal and							
	scalar, and diagrammatic	then equal and							

and column representations of vectors; uses and proofs and proofs intervise and user behave and proofs intervise and user behave intervise and user behave and compare the distributions through: appropriate distributions through: appropriate measures of centry trange distributions through: appropriate measures of centry through: appropriate distributions through: appropriate measures of centry through: appropriate distributions through: appropriate distributions through: appropriate distributions through: appropriate measures of centry through: appropriate distributions through: appropriate distribut					
vectors is construct geometric arguments and proofs and proofs here prover shares and proofs here prover shares and proofs here prover shares here prover sha					
vectors to construct and know the' appropriate uses of interpret, analyse of interpret,	•				
geometric arguments and proofs					
and proofs appropriate use interpret, analyse and compare the distributions of data sets from univariate graphical graphical distributions chord, diametier, arc, sector and segment apply and prove the standard circle standard circle radii. Langents and chords, and use then to prove related results including box mean.mode and modal class) and grouped data, including box mean.mode and modal class) and grouped data, including appropriate graphical respect mode and modal class) and grouped data, including box mean.mode and modal class) and grouped data, including appropriate graphical respect mode and modal class) and grouped data, including storette, including appropriate graphical grouped data, including storette, distributions of data sets from univariate graphical grouped data, including storette, distributions of data sets from univariate graphical grouped data, including discrette, distributions of data sets from univariate graphical grouped data, including discrette, distributions of data sets from univariate graphical grouped data, including discrette, graphical grouped data, including discrette, graphical grouped data, including discrette, graphical grouped data, including discrette, graphical grouped data, including discrette, graphical grouped data, grouped data, gr					
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distributions of dista sates from univariate empirical distributions through: appropriate measures of central tendency (median, meas, mode and grouped data; through: appropriate empirical distributions through: appropriate measures of central distributions through: appropriate empirical distributions through: appropriate measures of central distributions through: appropriate empirical distributions through: appropriate empirical empirical distributions through: appropriate empirical empirical distributions through: appropriate empirical empirical distributions through: appropriate empirical empirical empirical distributions through: appropriate empirical empirical empirical distributions through: appropriate empirical			circumference, tangent,		
sets from univariate empirical distributions through: appropriate measures of central mean, mode and modal class) and spread (range, including distributions through: appropriate measures of central spread (range, including distributions through: appropriate measures of central distributions through: appropriate measures of central spread (range, including box through: appropriate measures of central spread (range, including box through: appropriate measures of central distributions through: appropriate measures of central spread (range, promed data distributions through: appropriate measures of central spread (range, promed data spread (range, spread (range, s			arc, sector and segment		
empirical distributions through: appropriate graphical representation involving discrete, continuous and grouped data, including box potos appropriate measures of central tendency (median, mean (dass) and grouped data, including box including box potos appropriate measures of central tendency (median, mean (dass) and grouped data, including box including box potos appropriate measures of central tendency (median, mean (dass) and grouped data, including box including box potos appropriate measures of central tendency (median, mean (dass) and grouped data, including box including box including box including box including box including discrete, continuous and distributions distribu		distributions of data	 apply and prove the 		
distributions angles, radii, tangents and chords, and use them to prove related results including box poles appropriate mean, mode and omotal class) and spread (range, including to consideration of outliers, diatributions of data ests from univariate empirical distributions use the basic congruence criteria for triangles (SSS, SAS, ASA, RFS) Averages and distributions Similarity and cogruency (repeat) to angle concepts of consideration of outliers, distributions of data ests from univariate empirical distributions Similarity and cogruency (repeat) to angle concepts of consideration of outliers, distributions of data ests from univariate graphical proves partices, edges, plants ests from univariate empirical distributions of data ests from univariate graphical proves partices, edges, plants est from univariate graphical proves proves for through datas, and compare the parallel cluster lines, vertices, edges, plants est proportiate empirical distributions through discrete, conventions for tabelling and compars for measures of central modal class) and spread (range, plots appropriate measures of central tendency (median, mean, mode and spread (range, plots appropriate mean, mode and spread (range, including spread (range, plots appropriate spread (range, plots appropriate spread (range, including spread (range, plots appropriate spread (range, including spread (range, including spread (rang		sets from univariate	standard circle		
through: appropriate representation involving discrete, continuous and grouped data, including box plots appropriate measures of central tendency (median, meas, mode and outlers, and constructions of a social data inter-quartileradii, tangents and chords, and use them to prove related results Averages and Charts united distributions distributionssimilarity, including the relationshipssimilarity, including the relationships Averages and Charts united distributions including discrete, including discrete, i		empirical	theorems concerning		
through: appropriate graphical representation involving discrete, continuous and grouped data, including box potos appropriate measures of central tendency (median, mean (dass) and orgunet data, including box spread (range, constructions of data)realing tendency (median, tendency (median, mean (dass) and and orgunet data)Averages and Chars including box potos appropriate measures of central tendency (median, mean (dass) and orgunet data), including tendency (median, mean, mean (dass) and orgunet data), including tendency (median, mean, mean (dass) and orgensentation including tendency (median, mean, mean (dass) and orgensentation (data), including tendency (median, mean (dass) and orgensentation (mean (mean tendency (mean t		distributions	angles,		
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	outliers, quartiles and inter-quartile range) • • use and interpret scatter graphs of bivariate data; recognise correlation and know that it does not indicate causation; draw estimated lines of best fit; make predictions; interpolate and extrapolate apparent trends while knowing the dangers of so doing Preparation for the mock examination	 constructing a perpendicular to a given line from/at a given point, bisecting a given angle); use these to construct given figures and solve loci problems; know that the perpendicular distance from a point to a line is the shortest distance to the line apply the properties of angles at a point, angles at a point, angles at a point, angles at a point on a straight line, vertically opposite angles; understand and use alternate and corresponding angles on parallel lines; 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) 			
Key Vocabulary/Concepts/Ideas	Key Vocabulary/Concepts/Ideas	Key Vocabulary/Concepts/Ideas	Key Vocabulary/Concepts/Ideas	Key Vocabulary/Concepts/Ideas	Key Vocabulary/Concepts/Ideas
Quadratic, solution, root, linear, solve, simultaneous, inequality, completing the square, factorise, rearrange, surd, function, solve, circle, sets, union, intersection	Vector, direction, magnitude, scalar, multiple, parallel, collinear, proof, ratio, column vector Radius, centre, tangent, circumference, diameter, gradient, perpendicular, reciprocal, coordinate, equation, substitution, chord, triangle, isosceles, angles, degrees, cyclic quadrilateral, alternate, segment, semicircle, arc, theorem Congruence, side, angle, compass, construction, shape, volume, length, area, volume, scale factor, enlargement, similar, perimeter, frustum	Radius, centre, tangent, circumference, diameter, gradient, perpendicular, reciprocal, coordinate, equation, substitution, chord, triangle, isosceles, angles, degrees, cyclic quadrilateral, alternate, segment, semicircle, arc, theorem Axes, coordinates, sine, cosine, tan, angle, graph, transformations, side, angle, inverse, square root, 2D, 3D, diagonal, plane, cuboid			

	Mean, median, mode, range, average, discrete, continuous, qualitative, quantitative, data, scatter graph, line of best fit, correlation, positive, negative, sample, population, stem and leaf, frequency, table, sort, pie chart, estimate				
CEIAGS AND Extra Curricular	CEIAGS AND Extra Curricular	CEIAGS AND Extra Curricular	CEIAGS AND Extra Curricular	CEIAGS AND Extra Curricular	CEIAGS AND Extra Curricular
Business manager, financial analyst, computer programmer, research scientist, engineer, health care professional ADDITIONAL MATHS FSMQ RUNS THROUGHOUT THE YEAR UKMT CHALLENGES THROUGHOUT THE YEAR KS4 STUDY SUPPORT THROUYGHOUT THE YEAR PUZZLE CLUB THROUGHOUT THE YEAR	Data analyst, data scientist, logistics analyst, marketing analyst, logistics analyst. Market researcher, financial analyst, statistician, software engineer ADDITIONAL MATHS FSMQ RUNS THROUGHOUT THE YEAR UKMT CHALLENGES THROUGHOUT THE YEAR KS4 STUDY SUPPORT THROUYGHOUT THE YEAR PUZZLE CLUB THROUGHOUT THE YEAR	Sculptor, teacher, artist, jeweller Farming, electrician, actuaries, construction ADDITIONAL MATHS FSMQ RUNS THROUGHOUT THE YEAR UKMT CHALLENGES THROUGHOUT THE YEAR KS4 STUDY SUPPORT THROUYGHOUT THE YEAR PUZZLE CLUB THROUGHOUT THE YEAR	Farming, electrician, actuaries, construction ADDITIONAL MATHS FSMQ RUNS THROUGHOUT THE YEAR UKMT CHALLENGES THROUGHOUT THE YEAR KS4 STUDY SUPPORT THROUYGHOUT THE YEAR PUZZLE CLUB THROUGHOUT THE YEAR MEM CHALLENGE		