

KEVICC Key Stage 4 Curriculum Subject: Mathematics		Key Vocabulary and notation.																																																	
Summer Half-Term																																																			
Term: Year 9 Summer Term – Block One	Topic: Basic Probability																																																		
What is the essential knowledge from this unit? What do students need to remember and understand?																																																			
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When students talk about mathematical concepts, they should develop the vital mathematical language that helps them explain their ideas fully.</p> <p>Students are expected and encouraged to use terminology during all discussions, verbal feedback and in written content.</p>	Outcomes	Sample	Sample	Denominator	space	Intersection	Set	And / Or	Probability	Union	Systematic	Region	Chance	Total	Probability	Possibilities	Event	Product	Equally likely	Table	Unbiased	Order	P(event)	Theoretical probability	Two-way table	Mutually exclusive	Probability	events
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What prior learning supports understanding of this content?		How does this content link to future learning?																																																	
<ul style="list-style-type: none"> Order decimal numbers. Cancel fractions to their simplest form. Add and subtract fractions and decimals. Change fractions of an amount. Change fractions to decimals. Understand and use the language of probability. Calculate the probability of a single event. Use the sum of probabilities of an event as 1. Understand and use set notation. Draw and interpret Venn diagrams. 		<ul style="list-style-type: none"> Apply ideas of randomness, fairness, and equally likely events to calculate expected outcomes or multiple future experiments. Understand that empirical unbiased samples tend towards theoretical probability distributions with increasing sample size. Enumerate sets and combinations of sets systematically using tables, grids, Venn diagrams and tree diagrams. Calculate the probability of independent and dependent combined events, including using tree diagrams and other representations, and know the underlying assumptions. 																																																	
Reading: <i>Where in the unit are students supported to read complex academic text?</i>		Writing: <i>Independent writing tasks and how they are structured</i>																																																	
<ul style="list-style-type: none"> Reading and understanding mathematical questions and problems' – teacher input. Decoding complex examination questions - explain what they are asking the student to do' – teacher input. Following instructions to solve problems - break down the tasks – teacher input. Recognising terminology, numbers, and symbols. 		<ul style="list-style-type: none"> Using the correct subject specific terminology for numbers and symbols – examination papers, class books. Responding to questions that ask for an explanation or a reason – examination papers, class books. Self-evaluation, reviewing, reflecting and analysis of own work – class books, personalised learning checklists and analysis. Creating notes that can be used later for revision purposes - class books, revision cards, mind maps etc. 																																																	

Key assessments:

How will do students review the information learned?

End of block assessments.

AQA end of block assessments provide a quick progress check at the end of each block of learning to make sure students have understood the content being covered. These are available for both foundation and higher tiers.

End of term/year assessments and mock examinations.

End of term assessments assessing the students' progress towards targets and provide diagnostic information to modify future teaching.

End of year 9 and 10 examinations assessing the students' progress towards targets and provide diagnostic information to modify future teaching.

Two mock examinations seasons take place during year 11 using previous years AQA 8300 examination papers. Students to experience the full suite of papers at both Foundation and higher tiers using Non-calculator and Calculator requirements.

All examinations will explore the three examination papers at both foundation and higher tiers using non-calculator and calculator requirements.

How will feedback be seen?

Marked end of block, term assessments and mock examinations.

Personalised learning checklists for all assessments identifying strengths and areas of development.

Written teacher feedback and marking in compliance with faculty and College Marking Policies. Student responses to marking. Students

self-mark using purple pen. Verbal feedback given every lesson from teacher and peers as appropriate. Teacher and student self-

assessment of presentation of class books will be completed to ensure written work is of high standard and students are achieving their

potential.