Overview Document 2026/27	Curriculum Area: Mathematics	Year Group: 10 (Foundation)
	Personnel Responsible: Mr. J. Parpagga (Curriculum Director)	Quality Assured by: Mrs L Francome (Assistant Headteacher)

Assessment Cycle	Topic/Unit Title – *Big Question*	Content Coverage	Skill development and links to other areas of this subject's curriculum
1	What Important Formulae Shoud You Be Aware Of?	• Solving problems with ratio. • Use Compound Measure: speed, distance, time and density, mass, volume. • Finding the HCF and LCM by both listing and using prime factors • Four operations with fractions including mixed numbers • Calculating percentages of amounts with, and without, a calculator. • Solving percentages problems, including increase/decrease and percentage change. • Rounding integers and decimals to a given degree of accuracy. • Using a calculator for complex calculations; Estimating calculations without a calculator.	Students will develop their understanding of mathematical topics based on their solid foundation secured in Key Stage 3. A range of number, algebra and geometry topics will start the year to build on each strand from prior learning. Foundation students will be studying similar content to students on Higher, to enable movement later on if possible or necessary. Students will be making a focused effort to learn key formulae that they will need to know for their exams. Committing these to memory at this point will make it much easier to apply this knowledge to later topics.
2	What Important Formulae Shoud You Be Aware Of?	• Using the laws of indices to multiply, divide and simplify experessions. • Collect like terms; Expand and factorise single brackets. • Expand and simplify: two sets of single brackets and double brackets. • Sove equations with: one-step; two-steps; brackets; unknowns on both sides; fractions. • Describe term-to-term rules for sequences and find the nth term of a sequence • Draw linear graphs in the form of $y = mx + c$; find the midpoint and gradient. • Use $y = mx + c$ to find the equation of a line.	Students will continue to deepen their understanding of GCSE content, focusing on topics that will be assessed in both Foundation and Higher GCSE exams. Students will continue to commit necessary formulae and facts to memory, which will be added to once students are confident with the first set. Students will build on their knowledge of key geometry topics focused on in year 9, extending their basic understanding to new situations and shapes, and their work on linear graphs that they began in year 8.
3	How Can This Type of Mathematics Be Applied to Real Life?	• Perform and describe: translations; rotations; reflections; enlargements. • Find area of perimeter of: 2D shapes; compound shapes • Find area and perimeter of circles • Identify types of angles; apply basic angle facts; apply angle rules in parallel lines. • Surface area of cubes, cuboids, prisms, cylinders, cones, spheres and pyramids. • Volume of cubes, cuboids, other prisms, composite solids, cylinders, spheres, cones and pyramids. • Apply Pythagoras' Theorem to right-angled triangles.	The content covered in this cycle gives students the opportunity to see how some of the topics learnt previously relate to real-life scenarios, and how the mathematics studied in school can be directly applied in different contexts. Some topics this cycle have not been covered in previous years, giving students new knowledge which will enhance their skills is other topic areas.
4	How Can You Best Prepare for Your Mock Exams?	• Use trigonometry to find missing sides and angles (SOHCAHTOA) in right-angled triangles. • Find exact trigonometric values. • Convert between standard form and ordinary form; Four operations with standard form. • Interpret and construct Venn diagrams. • Draw and interpret: stem & leaf; pie charts; scatter graphs. • Calculate averages and range.	Towards the end of this cycle, students will complete their first mock exam series. This is an opportunity to discuss effective revision strategies, exam technique, and how to make the most of the data gathered from their assessments, including misconceptions and filling gaps in knowledge.