



Curriculum Plan Mathematics

| Year 12 FM A level | Knowledge (Topics covered, NC links) | Subject Skills | Literacy and Numeracy | School values (Attitude / Achievement / Community / Endeavour) | Extra curricular opportunities | Personal development (Character, SMSC, Fundamental British values, Careers guidance, healthy living, Citizenship, equality and diversity, financial capability, preparation for next stage) |
|-----------------------------|--|---|---|---|--|--|
| Cycle 1 | Pure: Complex Numbers | Algebraic manipulation. | Keywords and definitions critical to efficient communicat ion and understandi ng. | Complex nature of the course develops a strong sense of Endeavour and Achievement | Wider reading of Maths non- fiction. Use of software to support and develop mathematical understanding such as Desmos. | Pure Maths: Scientific based careers and research including finance. Develops strong analytical skills which can be applied to careers, research and societal development. |
| | Pure: Argand Diagrams | Using equations, graphs and loci. | | | | |
| | Pure: Roots of Polynomials | Algebraic manipulation. Solving equations. | | | | |
| | Pure: Matrices | Use of trigonometry and transformations | | | | |
| | Statistics: Discrete Random Variables | Mean, variance. Probability | Interpreting and evaluating using statistics and its | | | Statistics: Applications in sciences and humanities. Furthers the understanding of social issues through the use of statistics and probability. |



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| | | | applications to real world scenarios | | | |
| | Decision: Algorithms | Logic, flow diagrams, basic computer programming | Interpreting real world scenarios and the application of decision maths | | | Decision: Applications across many fields with its analysis and solutions to network and optimisation problems. Strong link to Computer Science. |

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|-----------------------------|--|---|--------------------------|--|--------------------------------------|--|
| Cycle 2 | Pure: Linear transformations | Transformations, coordinates, equations of lines | | | | |
| | Pure: Series | Use of formulas. Algebraic manipulation. | | | | |
| | Pure: Proof by Induction | Algebraic manipulation. Iteration. The principle of showing if something is true. | | | | |



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| | Statistics: Poisson Distribution | Model real world scenarios. Critically comment. Use probability and distributions. Mean and Variance. Approximate. | | | | |
| | Decision: Graphs and Networks | Model scenarios. Draw sketches. Use tables. | | | | |
| | Decision: Algorithms on Graphs | Follow multi step decision processes. Use an algorithm. Interpret real world scenarios. | | | | |
| | Decision: Route Inspection | Follow multi step decision processes. Use an algorithm. Interpret real world scenarios. | | | | |

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| Cycle 3 | Pure: Vectors | Vectors, algebra, coordinate geometry. | | | | |
| | Pure: Volumes of Revolution | Integration, volume, modelling, interpreting solutions. | | | | |



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| | Statistics: Hypothesis Testing | Interpreting real world scenarios. Use probability distribution. | | | | |
| | Statistics: Chi-Squared Tests | Use formulas and series. Apply results to different probability distributions | | | | |
| | Decision: Linear Programming | Form equations from real world scenarios. Solve simultaneous equations and inequalities. Plot equations of straight lines. Find optimal solutions. | | | | |
| | Decision: Critical Path Analysis | Modelling real world scenarios involving time based organisational problems to find optimal solutions. Use diagrams and tables to support. | | | | |