



What have students at St. Crispin's been taught to understand and be able to do?

## Core Knowledge

### Unit 4 – Geometry

Students will become competent with measuring and calculating angles including on parallel lines and in polygons. To be able to name and know the properties of all polygons, identify symmetry and calculate their area. Use mathematical instruments to perform constructions and transformations.

### Unit 5 – Data handling

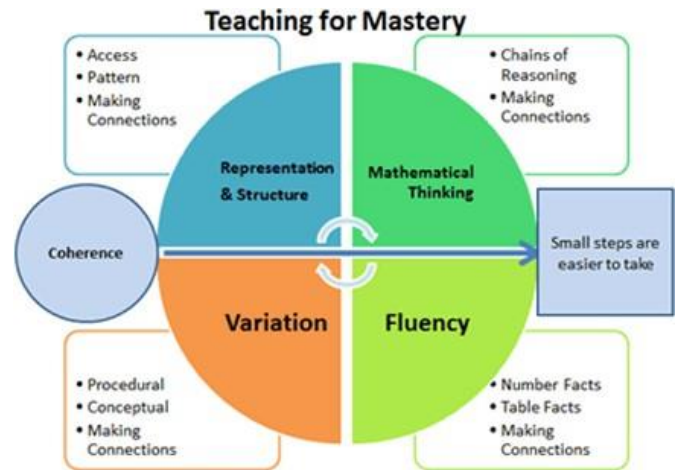
Students will cover the data collection cycle, representing and analysing sets of data.

### Unit 6 – Number

Students will cover all the basics of number – from arithmetic methods, negative numbers, powers, rounding, factors, multiples and primes. Plus introduce standard form, index laws and surds.

Our scheme of work can be found [here](#).

## Core Skills



Students in Year 8 are following our new mastery scheme of work developed alongside the NCETM and Maths Hub to ensure latest educational research is leading our pedagogical approach to teaching mathematics. Lessons are broken down into small connected steps that gradually unfold the concept, providing access for all children and leading to a generalisation of the concept and the ability to apply the concept to a range of contexts.

Core skills students will develop are to:

- Use manipulatives and pictorial representations to model mathematical problems
- Be able to reason mathematically
- To be able to follow mathematical processes but also apply knowledge from across the curriculum and make connections between their learning.

Students are pushed to develop their fluency in mathematics by having a large focus of every lesson on developing student's numeracy skills in every unit of work. Students are also given regular feedback and teacher modelling to encourage students to be able to write meticulous, detailed, and mathematically correct solutions so that students are able to communicate mathematically



## Year 8 Maths continued



### How has learning been assessed?

Students are assessed in two ways.

1. Informally using checkpoint activities, which are a teacher led lesson through an independent piece of work on all learning objectives in most recent unit. Checkpoints will occur throughout year 8.
2. Formal summative assessments occur 2 times a year.
  - Assessment 3 - Tests all material from topic 1 in year 7 to the end of topic 5 in year 8
  - Assessment 4 - Tests all material from topic 1 in year 7 to the end of topic 6 in year 8

### What is coming up in the following year?

The same units of work are revisited in year 9 but going into greater depth and complexity of mathematics within them. Year 9 spends the majority of the year studying algebra.