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**Knowledge Rich Curriculum Plan**

Year 11 Higher – Algebra 3

| **Lesson/Learning Sequence** | **Intended Knowledge:**  *Students will know that…* | **Tiered Vocabulary** | **Prior Knowledge:**  *In order to know this, students need to already know that…* | **Assessment** |
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| **To learn how to find the nth term of a quadratic sequence** | * Students will know how to continue a quadratic sequence and use the nth term to generate terms * Students will know how to find the nth term of a quadratic sequence. * Students will know how to solve problems involving the nth term of quadratic sequences | **Quadratic –** involving a squared algebraic term but no other power higher than 2 | * Students will need to know how to find the nth term of a linear sequence * Students will need to know how to generate a sequence for a given nth term, including those in the form an2 | Exam Prep 3 |
| **To learn how to draw quadratic graphs and find roots and turning points** | * Students will know how to recognise graphs of quadratic functions. * Students will know that the shape of a quadratic graph is called a parabola * Students will know how to generate points and plot graphs for quadratic functions, with and without a calculator. * Students will know how to identify the line of symmetry of a quadratic graph * Students will know how to find approximate and exact solutions to quadratic equations by identifying the roots of a graph * Students will know how to identify the turning point for a drawn quadratic graph. * Students will know how to find approximate and exact solutions to quadratic equations in the form ax2 + bx + c = d where d is an integer or decimal number by drawing a suitable horizontal straight line | **Quadratic –** An expression or equation where the highest power is 2.  **Symmetry –** A shape or object has symmetry if it can be divided into 2 or more identical pieces.  **Turning Point** – The point at which the gradient changes of a curve (the maximum or minimum point on a curve).  **Root** – A solution to an equation where a line or curve crosses the x-axis.  **Parabola –** the U or ∩ shape of a quadratic graph | * Students should already know how to draw quadratic graphs |  |
| **To learn how to draw and recognise quadratic, cubic and reciprocal graphs** | * Students will know how to recognise and sketch simple cubic functions. * Students will know how to recognise and sketch graphs of the reciprocal function y=1/x with x ≠ 0 * Students will know how to recognise and sketch graphs of exponential functions. * Students will know how to complete a table of values and plot reciprocal graphs with and without a calculator. * Students will know how to complete a table of values and plot a cubic function. * Students will know how to interpret graphs of simple cubic functions, including finding solutions to cubic equations. * Students will know how to recognise the shape of different graphs and match equations to sketches. | **Cubic –** Of the third power, order, or degree. In maths a cubic function is one involving a cubed algebraic term but no other power higher than 3.  **Reciprocal –** The reciprocal of a number is: 1 divided by the number  **Exponential –** a relation of the form y = ax  **Function –** a relation or expression involving one or more variables  **Parabola –** the U or ∩ shape of a quadratic graph | * Students will need to know how to substitute numbers into formulae involving cubes and fractions * Students will need to know how to convert a fraction to a decimal |  |
| **To learn how to draw, recognise and interpret graphs of trig functions** | * Students will know how to recognise and draw the graph of y = sin(x) * Students will know how to recognise and draw the graph of y = cos(x) * Students will know how to recognise and draw the graph of y = tan(x) * Students will know how to read values from a trig graph and find second, third and fourth etc. solutions for trig equations using the graphs |  | * Students will need to know how to read values off a graph * Students will need to know how to substitute into formulae involving the trig ratios |  |
| **To learn how to factorise and solve quadratics** | * Students will know how to factorise and solve quadratic equations in the form  ax2 + bx + c = 0 where a = 1 * Students will know that in order to factorise and solve quadratic equations they must be equal to zero. * Students will know how to rearrange equations to make them equal to zero before factorising and solving them * Students will know how to form and solve quadratic equations where the coefficient of x2 is 1 | **Factorise –** put back into brackets by bringing common factors outside  **Quadratic –** involving a squared algebraic term but no other power higher than 2 | * Students need to be able to factorise quadratics where the co-efficient of x2 is 1 |  |
| **To learn how to factorise and solve quadratics** | * Students will know how to factorise and solve quadratic equations in the form  ax2 + bx + c = 0 where a > 1 * Students will know that in order to factorise and solve quadratic equations they must be equal to zero. * Students will know how to rearrange equations to make them equal to zero before factorising and solving them * Students will know how to form and solve quadratic equations by factorising where the coefficient of x2 is >1 | **Co-efficient –** a number placed before and multiplying the variable in an algebraic expression | * Students need to be able to factorise quadratics where the co-efficient of x2 is greater than 1 |  |
| **To learn how to solve quadratics using the quadratic formula** | * Students will know that the quadratic formula is * Students will know that we use the quadratic formula when a quadratic cannot be factorised * Students will know how to identify the values for a, b and c from a quadratic equation including where the equation is not necessarily in the order ax2 + bx + c * Students will know how to substitute the values for a, b and c into the quadratic formula to solve the corresponding quadratic equation * Students will know that in order to solve quadratic equations they must be equal to zero. * Students will know how to rearrange equations to make them equal to zero before using the quadratic formula to solve them * Students will know how to form and solve quadratic equations using the quadratic formula | **Formula –** A mathematical relationship or rule expressed in symbols. | * Students need to be able to use a calculator efficiently * Students need to be able to substitute numbers into formulae |  |
| **To learn how to find turning points by completing the square** | * Students will know that we can find the turning point of a quadratic by writing it in the form (x ± a)2 ± b * Students will know that the coordinates of the turning point of a quadratic written in the form (x + a)2 + b is (-a, b) | **Turning Point** – The point at which the gradient changes of a curve (the maximum or minimum point on a curve). | * Students need to know how to expand and simplify a squared bracket |  |
| **To learn how to solve quadratic inequalities** | * Students will know how to solve quadratic inequalities | **Quadratic –** involving a squared algebraic term but no other power higher than 2  **Inequality –** a symbol which makes a non-equal comparison between two numbers or other mathematical expressions e.g. >, <, > and < | * Students will need to know how to solve quadratic equations * Students will need to know how to sketch quadratics showing the roots |  |
| **To learn how to use iteration to estimate solutions to equations** | * Students will know how to show that a solution to an equation lies between two integers * Students will know how to rearrange an existing formula to give an iteration formula * Students will know how to use iteration to find approximate solutions to equations, for simple equations in the first instance, then quadratic and cubic equations. * Students will know how to use iteration with simple converging sequences. * Students will know that converging sequences if approaches a limit. | **Iteration** – the repetition of a process | * Students will need to know how to substitute into formulae * Students will need to know how to rearrange formulae |  |