| Subject   | Year   | Month   | 1             |  |
|---|--|---|---------------|--|
| Mathematics   | 10   | May   | Balcarras     |  |
| Topic:  |  |   |               |  |
| Solving guadratic equations algebraically 7 lessons   |  |   |               |  |
| Content (Intent)  |  |   |               |  |
| <b>Prior Learning</b><br>Year 10 Expanding 7 factorising in Algebra the basic<br>September            | Future Lea<br>Year 10 Solvi<br>Year 12<br>Pure Chapte<br>Pure Chapte | <b>Future Learning</b><br>Year 10 Solving inequalities June<br><b>Year 12</b><br>Pure Chapter 2 Quadratics<br>Pure Chapter 3 Equations and inequalities |               |  |
| Objectives  |  |   |               |  |
| • Factorise quadratic expressions in the form $ax^2 + bx + c$ ;                                       |  |   |               |  |
| <ul> <li>Solve quadratic equations by factorisation and completing the square;</li> </ul>             |  |   |               |  |
| <ul> <li>Solve quadratic equations that need rearranging;</li> </ul>                                  |  |   |               |  |
| Set up and solve quadratic equations;   |  |   |               |  |
| <ul> <li>Solve simple quadratic equations by using the quadratic formula;</li> </ul>                  |  |   |               |  |
| <ul> <li>Find the exact solutions of two simultaneous equations in two unknowns;</li> </ul>           |  |   |               |  |
| Use elimination or substitution to solve simultaneous equations;                                      |  |   |               |  |
| Solve exactly, by elimination of an unknown, two simultaneous equations in two unknowns:              |  |   |               |  |
| <ul> <li>linear / linear, including where both need multiplying;</li> </ul>                           |  |   |               |  |
| <ul> <li>linear / quadratic;</li> </ul>   |  |   |               |  |
| • linear / x² + y² = r²;  |  |   |               |  |
| <ul> <li>Use sketches as a check to the algebraic solutions</li> </ul>                                |  |   |               |  |
| • Set up and solve a pair of simultaneous equations in two variables for each of the above scenarios, |  |   |               |  |
| including to represent a situation;   |  |   |               |  |
| <ul> <li>Interpret the solution in the context of the problem;</li> </ul>                             |  |   |               |  |
| Pedagogical notes (implementation)  | How will ur<br>(Impact)  | How will understanding be assessed & recorded (Impact)  |               |  |
| Remind students to use brackets for negativ   | e End of half t  | End of half term no   |               |  |
| numbers when using a calculator, and remind them o  | End of Year Mocks in November yr11                                   |   |               |  |
| the importance of knowing when to leave answers i   | n How can pa   | How can parents help at home?   |               |  |
| surd form.  | MathsWatch   | MathsWatch clips (Qualification KS4)  |               |  |
| Reinforce the fact that some problems may produc  | e  |   |               |  |
| one inappropriate solution which can be ignored.  |  |   |               |  |
| Clear presentation of working out is essential.   |  |   |               |  |
| LINK WITH graphical representations.  |  |   |               |  |
| Further reading/discussion  |  |   |               |  |
| Reading / Enrichment  | Literacy   | Numeracy  | Careers Links |  |
|   |  | Links   | Engineering   |  |
|   |  |   | Physicist     |  |
|   |  |   | Military      |  |
|   |  |   | Agriculture   |  |