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| **Year 9 Term 4.2 - Maths** | |  | | | | | |
| **Enquiry Question:  How do percentages help the rich stay rich?** | | | | | | | |
| **Unit title: Percentages: Calculator**  **Why now?** This Unit builds on work from **Years 7 & 8**, where we first learn about percentages. You then learnt about how to find a certain percentage without a calculator in **Year 8**. This unit now, leads on from these ideas as we look at how decimals can help to calculate percentages faster, more efficiently etc. These ideas are crucial in **KS4** where we look at **multi-step questions.** | | | | | | | |
| **Knowledge**  Students will know about… | **Application/Skills**  Students will be able to… | | **Vocabulary**  *(Tier 2 and 3)* | **Home**  **Learning** | **Assessment** | **Extra Resources**  **Extended Reading** | **Cultural**  **Capital** |
| 1. What is percentage change? 2. Why decimal multipliers are key to working with percentages 3. Using a calculator efficiently 4. Percentages of  amounts 5. Percentage increases and decrease 6. Reverse percentages 7. Repeated percentage change and interest | 1. Work in a team 2. Communicate using mathematical language with others. 3. Having a mathematical Conversation with other students 4. Learning a new language to describe proportional change and reasoning | | ***Tier 2***  Convert  Original  Reverse  Increase  Decrease  Variable  ***Tier 3***  Multiplier  Bar Model  Percentage Change  Percentage of | **Pre-classroom:**  Pre-lesson tasks on **google classroom** to get you thinking.  Diagnostic questions  **Post-Classroom:**  Post lessons online tasks:   * My Maths * Google Form Quizzes * Independent learning notes | Formative assessment at the end of the units in their LPS books.  This will be a combination of students presenting what they know in a creative way followed by some differentiated questions.  Summative Assessment at the end of T2. | **Enrichment:**  Explore how percentages are used in the internet/media, then complete the nrich task – Trusting the Tabloids <http://nrich.maths.org/12172>  . | Visit the Bank of England and see how understanding percentages has such an impact with your money and financial stability in the UK  <https://www.bankofengland.co.uk/museum/inside-the-museum> |
| **Numeracy**  Decimal  Sum  Multiply |