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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***ConvertOriginalReverseIncreaseDecreaseVariable***Tier 3***MultiplierBar ModelPercentage ChangePercentage 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**DecimalSumMultiply |