



Number	Geometry	Ratio & proportion	Algebra	Statistics
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Unit Number	Topic name	Term	Skills developed	Link to NC subject Content	Prior learning	Next link in curriculum
1	SEQUENCES	Autumn	● Begin to reason deductively in geometry, number and algebra, including using geometrical constructions ● Use algebra to generalise the structure of arithmetic, including to formulate mathematical relationships	● Move freely between different numerical, algebraic, graphical and diagrammatic representations ● Make and test conjectures about patterns and relationships ● Generate sequences from a term-to-term rule ● Recognise arithmetic and geometric sequences	● Y6 work on 'finding a rule' and types of sequences ● Y6 NC link - generate and describe linear number sequences	● Year 7 Autumn - Understand algebraic notation
2	ALGEBRAIC NOTATION AND SUBSTITUTION	Autumn	● Use algebra to generalise the structure of arithmetic, including to formulate mathematical relationships	● Recognise and use relationships between operations including inverse operations ● Substitute values in expressions, rearrange and simplify expressions ● Use and interpret algebraic notation	● Y6 work on introduction to simple expressions and solving equations using part-whole diagrams and bar models	● Year 7 Autumn – Expressions and equations
3	EXPRESSIONS AND EQUATIONS	Autumn	● Develop their mathematical knowledge, in part through solving problems and evaluating the outcomes, including multi-step problems	● Simplify and manipulate algebraic expressions to maintain equivalence by collecting like terms ● Use algebraic methods to solve linear equations in one variable	● Y6 – pupils may have been introduced to equivalent expressions	● Year 7 Spring - Directed Number



Curriculum Map – Year 7 - Mathematics (2026-27)



4	PLACE VALUE AND ORDERING AND ROUNDING	Autumn	Extend understanding of the number system and place value to include decimals, fractions, powers and roots	- Understand and use place value for decimals, measures and integers of any size - Round numbers to an appropriate degree of accuracy - Interpret and compare numbers in standard form	- Y6 NC link - read, write, order and compare numbers up to 10 000 000 and determine the value of each digit - Y6 NC link - round any whole number to a required degree of accuracy	Year 7 Autumn - Fraction, Decimal and Percentage Equivalence
5	FOUR OPERATIONS	Autumn	Work confidently with integers and decimals	- Add, subtract, multiply and divide integers and decimals - Understand and use the order of operations	Y6 NC link - s multiply and divide numbers with up to two decimal places by one-digit and two-digit whole numbers	Y7 Spring – Fractions, Decimals and Percentages
6	AVERAGES AND RANGE	Autumn	Extend understanding of calculating and using averages and range to compare data	- Calculate the mode, median, mean and range of sets of data - Solve problems involving averages	Y6 NC link - calculate and interpret the mean as an average	Y8 Spring – Represent and interpret data
7	ROUNDING AND ESTIMATING	Autumn	Extend understanding of rounding by thinking about significant figures and how we can estimate answers to calculations	- Round numbers to a given number of significant figures - Estimate solutions to calculations - Solve problems with estimation - Understand and use error interval notation	Y5 NC link - use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy	Y8 Spring – Geometry and Measures
8	GRAPHING DATA	Spring	Extend prior learning of bar charts and pictograms and be able to plot scatter graphs and make conjectures about the data	- Draw composite bar charts - Plot coordinates in the first quadrant - Draw scatter graphs - Use a line of best - Plot and interpret time series graphs	Y4 NC link - solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs	Y8 Autumn – Coordinates and Graphs



9	FRACTIONS, DECIMALS AND PERCENTAGES	Autumn	Extend their understanding of the number system; make connections between number relationships, and their algebraic and graphical representations	- Move freely between different numerical representations - Compare two quantities using percentages - Work with percentages greater than 100%	- Y5 NC link - recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal - Y6 NC link - use common factors to simplify fractions; use common multiples to express fractions in the same denomination	Year 7 Spring - Fractions and Percentages of Amounts
10	DIRECTED NUMBER	Spring	Extend their understanding of the number system; make connections between number relationships, and their algebraic and graphical representations	Use four operations, including formal written methods, applied to integers both positive and negative	Y6 NC link - use negative numbers in context, and calculate intervals across zero	Year 8 Autumn – Algebraic manipulation
11	FRACTIONS AND PERCENTAGES OF AMOUNTS	Spring	Move freely between different numerical, algebraic, graphical and diagrammatic	- Find a fraction of an amount - Use a fraction to find the whole - Find percentages of amounts - Calculate a percentage increase or decrease - Use a percentage to find the whole - Work with percentages greater than 1	Y6 NC link - solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison	Y7 Summer – Add and Subtract fractions
12	PERIMETER AND AREA	Spring	Develop their mathematical knowledge, in part through solving problems and evaluating the outcomes, including multi-step problems	- Derive and apply formulae to calculate and solve problems involving perimeter - Derive and apply formulae to calculate and solve problems involving: perimeter and area of triangles, parallelograms and trapezia	- Y6 NC link - recognise that shapes with the same areas can have different perimeters and vice versa - Y6 NC link - recognise when it is possible to use formulae for area and volume of shapes	Y8 Summer - Circles



					Y6 NC link - calculate the area of parallelograms and triangles	
13	SPPED, DISTANCE AND TIME	Summer	Begin to work with the concepts and units of speed, distance and time	- Convert between units of time - Calculate and solve problems involving speed, distance and time - Draw and interpret distance-time graphs	Y6 NC link - Pupils could be introduced to compound units for speed, such as miles per hour, and apply their knowledge in science or other subjects as appropriate	Y9 Autumn – Rates of change
14	PROPERTIES OF NUMBER	Summer	- Consolidate understanding of factors, multiples and prime numbers. - Extend into calculating the HCF, LCM using prime factorisation.	- Write a number as a product of prime factors - Identify square, cube and triangular numbers - Work out the HCF and LCM of numbers - Find HCF and LCM from a Venn diagram	Y6 NC link - identify common factors, common multiples and prime numbers	Y9 Autumn – Properties of Numbers
15	ADD AND SUBTRACT FRACTIONS	Summer	Select and use appropriate calculation strategies to solve increasingly complex problems	- Add and subtract proper and improper fractions - Add and subtract simple algebraic fractions	Y6 NC link - add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions	Year 8 Spring – Multiply and divide fractions
16	ANGLES AND POLYGONS	Summer	Begin to reason deductively in geometry, number and algebra, including using geometrical constructions	- Apply the properties of angles at a point, angles at a point on a straight line and vertically opposite angles - Understand and use the relationship between parallel lines and alternate and corresponding angles	- Y6 NC link - compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons - Y6 NC link - recognise angles where they meet at a point, are on a straight	Year 8 Summer - Angles in parallel lines and polygons



					line, or are vertically opposite, and find missing angles	
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* Throughout the entire curriculum, content and skills are revisited and reused continuously. The colour code refers to the main strand each topic falls under.