



This scheme of work follows a September–October intensive revision period and begins immediately after learners have completed their November resit examinations. Eduqas revision booklets are provided to support learning during the revision period.

Overview introduction

Current expectations around post-16 resit provision encourage centres to carefully consider learner readiness before entering learners for the November GCSE Mathematics examination series. As a result, learners entered for the November series are likely to have already demonstrated the potential to achieve a Grade 4.

This scheme of work supports post-16 learners who have completed the November GCSE Maths examination series and continue their studies towards the Summer examinations. It builds upon prior intensive revision undertaken during September and October, and supports learners in securing a Grade 4 through a structured programme of consolidation, extension and examination preparation.

The programme is organised into three distinct blocks. Each block has a clear focus, while the overall design ensures regular movement between mathematical strands to support retrieval practice, engagement and long-term retention of key knowledge and skills.

Curriculum and sequencing rationale

Block 1: November–January (Engagement and extension)

This initial block follows completion of the November examination series and takes place during the period in which learners are awaiting results. During this time, learners may be uncertain about whether they will continue their GCSE studies, making sustained engagement a key priority.

In addition to supporting engagement, this block ensures that all learners continue to make meaningful progress in Maths, regardless of whether they achieve a Grade 4 in the November series or continue into the summer series. Learners who achieve their target grade in January are therefore still supported to develop their mathematical understanding further.

Content has been selected to include a range of more conceptually demanding Foundation Tier topics. These extend learners beyond core revision content and provide access to areas of the specification that are often under-emphasised due to time constraints. This ensures learners are developing depth of understanding rather than repetition of procedural skills.

The sequencing assumes learners have already completed intensive revision of fundamental skills during the September–October period and builds on this foundation through a broader curriculum experience.

Regular movement between strands is used to support engagement, strengthen recall and encourage flexible application across number, algebra, geometry, ratio, probability and statistics. This block complements, rather than repeats, the initial revision programme.

Block 2: January–Easter (Consolidation, security and responsive development)

Following the release of examination results, centres should review learner performance using available assessment information and professional judgement. This review is intended to identify strengths and development needs across cohorts and individual learners.

This block consolidates core Foundation Tier skills and strengthens the mathematical understanding required to achieve a secure Grade 4. The focus is on fluency, application and reasoning across key areas, including algebraic manipulation, proportional reasoning, graphical interpretation, statistical measures and geometric problem solving.

The sequence of content is pre-planned but may be adapted in response to assessment evidence. Centres should use available data to inform emphasis within lessons, ensuring that identified gaps are addressed through targeted retrieval and focused practice. Mock examination opportunities within this block provide further evidence to support teaching decisions and learner support.

This block balances structured progression with responsive teaching, ensuring learners are supported in addressing gaps and guided towards secure examination readiness.



Mathematics: Example scheme of work

Post-November Exam to Summer Term

Block 3: Easter–Summer (Examination preparation and performance consolidation)

The final block focuses on examination readiness and the consolidation of mathematical knowledge into effective examination performance. Teaching prioritises retrieval practice, interleaved revision and application through mixed-topic examination-style questions.

Content is delivered through a structured combination of non-calculator and calculator-focused lessons alongside targeted revision of key specification areas. This ensures continued engagement with the full breadth of GCSE Mathematics while developing fluency, accuracy and examination technique.

Centres should use assessment information from mock examinations and ongoing classroom evidence to guide targeted revision. This may include focusing on areas of weakness, revisiting under-assessed topics and using exam-style questions to reinforce understanding.

Between Paper 1 and Paper 2, centres may adapt revision focus in response to performance in the first examination to maximise outcomes in remaining papers. The final weeks provide flexible opportunities for consolidation, confidence building and final preparation.

SoW notes

- Each week contains two 90-minute lessons, equating to 3 hours of weekly delivery.
- Weekly titles support communication of planned delivery.
- Centres should map the scheme to their own academic calendar due to variation in term and examination dates.





Mathematics: Example scheme of work

Post-November Exam to Summer Term

BLOCK 1: (Week after November exams until January results) ~ Estimated 7–8 delivery weeks of 14–16 lessons

Week	Lesson	Lesson title	Specification reference	Key specification content
1	1	November examination review and reflection		Review learner feedback and themes arising from the November examination series.
1	2	Constructions and loci	FG2	Use ruler and compass constructions; solve loci problems.
2	1	Standard form	FN9	Calculate with and interpret standard form $A \times 10^n$.
2	2	Rearranging formulae	FA5	Rearrange formulae to change the subject.
3	1	Introduction to trigonometry	FG18	Know and apply trigonometric ratios to find angles and lengths in right-angled triangles.
3	2	Trigonometry in context	FG18, FG19, FR13	Apply trigonometric ratios in contextual problems; use exact trigonometric values; make links to similarity and scale factors.
4	1	Density, pressure and compound measures	FR1, FR2	Convert standard and compound units; use relationships between density, mass and volume, and pressure, force and area.
4	2	Congruence and geometric proof	FG5, FG6	Apply congruence criteria; use geometric reasoning to derive results and simple proofs.
5	1	Quadratic graphs and their features	FA11, FA12	Interpret roots and turning points; recognise, sketch and interpret quadratic functions.
5	2	Similarity and scale factors	FG7, FG17, FR13	Identify and apply similarity; use scale factors; apply relationships between lengths in similar figures.
6	1	Vectors	FG20, FG21	Describe translations as vectors; apply vector addition, subtraction and scalar multiplication.
6	2	Direct and inverse proportion	FR11, FR14	Solve problems involving direct and inverse proportion; interpret algebraic and graphical representations.
7	1	Arc lengths and sectors	FG16, FN8	Calculate arc lengths, sector areas and sector angles; calculate exactly using multiples of π .
7	2	Simultaneous equations	FA16	Solve two simultaneous linear equations algebraically and graphically.
8	1	Quadratic sequences and geometric progressions	FA20	Recognise and extend quadratic sequences and simple geometric progressions.
8	2	Targeted intervention/extension		Content selected in response to cohort need, learner voice and emerging gaps in knowledge and understanding.



Mathematics: Example scheme of work

Post-November Exam to Summer Term

BLOCK 2: (Week after January results to Easter break) ~ Estimated 10–11 delivery weeks of 20–22 lessons

Week	Lesson	Lesson title	Specification reference	Key specification content
1	1	Four operations with negative numbers, fractions and mixed numbers	FN2	Apply the four operations to positive and negative decimals, fractions and mixed numbers using appropriate methods.
1	2	Measures of central tendency and spread	FS4	Calculate and interpret mean, median, mode, range and compare distributions using statistical measures.
2	1	November results review and action planning		Review November examination outcomes and identify individual and cohort priorities for continued study.
2	2	HCF, LCM and prime factorisation	FN4	Use highest common factor (HCF), lowest common multiple (LCM) and prime factorisation, including product notation and unique factorisation.
3	1	Linear equations and equations from context	FA17	Form and solve linear equations arising from contextual problems and interpret solutions appropriately.
3	2	Scatter graphs, correlation and prediction	FS6	Interpret scatter graphs; recognise correlation; draw lines of best fit; make predictions through interpolation and extrapolation.
4	1	Expanding and factorising quadratics	FA4	Expand products of two binomials; factorise quadratic expressions of the form $x^2 + bx + c$; recognise difference of two squares.
4	2	Mock examination 1		
5	1	Growth, decay and compound interest	FR16, FR10	Solve problems involving repeated percentage change, growth, decay and compound interest.
5	2	Bearings and scale drawings	FG13, FG17	Use and interpret bearings; apply scale factors and similarity in geometric contexts.
6	1	Mock 1 feedback and targeted intervention		Review assessment outcomes and address identified misconceptions and gaps in understanding.
6	2	Indices, powers and roots	FN6, FN7	Recognise powers and roots; calculate with roots and integer indices.
7	1	Surface area and volume of cones, spheres and pyramids	FG15	Calculate surface area and volume of cones, spheres, pyramids and composite solids.
7	2	Venn diagrams and probability	FP6, FP4	Use Venn diagrams to represent events; apply probability rules including mutually exclusive and exhaustive outcomes.
8	1	Tree diagrams and combined events	FP8	Calculate probabilities of independent and dependent events using tree diagrams and other representations.
8	2	Circle properties, exact π and mixed circle problems	FG8, FN8	Use circle terminology and properties; calculate exactly using multiples of π ; solve mixed circle problems.
9	1	Non-standard graphs and graphs in context	FA13	Interpret reciprocal and non-standard graphs; solve contextual problems using graphical representations.
9	2	Mock examination 2		
10	1	Time series, charts and data interpretation	FS3	Construct and interpret tables, charts and time series graphs; select appropriate graphical representations.
10	2	Gradient, equation of a line and rate of change	FA9, FA10, FR15	Identify gradients and intercepts; determine equations of straight lines; interpret gradients as rates of change.
11	1	Mock 2 feedback and revision planning		Review assessment outcomes and identify priorities for final examination preparation.
11	2	Expected outcomes and long-term probability	FP2, FP5	Calculate expected outcomes; compare experimental and theoretical probabilities; understand long-run frequency.



Mathematics: Example scheme of work

Post-November Exam to Summer Term

BLOCK 3: (Easter break to Paper 1) ~ Estimated 5–6 delivery weeks of 10–12 lessons

Week	Lesson	Lesson title	Specification reference	Key specification content
1	1	Calculator problem solving: Proportion and graphs	FR10–FR16, FA9–FA13	Solve problems involving proportion, gradients, graphs, rate of change and algebraic/graphical interpretation.
1	2	Calculator problem solving: Geometry in context	FG13–FG16, FN8–FN9	Apply circle properties, area/volume, bearings, scale factors and exact calculations in context using calculator methods.
2	1	Calculator exam practice (Paper 2 skills focus)		Structured practice of calculator-based exam questions across all strands.
2	2	Advanced ratio and proportion problems	FR6–FR14	Solve multi-step ratio, proportion, inverse proportion and scaling problems in applied contexts.
3	1	Mixed topic retrieval (Mock-informed focus)		Revision of topics identified from mock analysis and learner performance data.
3	2	Non-calculator number and algebra fluency	FN1–FN7, FA4–FA6	Apply number operations, algebraic manipulation, expanding, factorising and simplifying expressions under non-calculator conditions.
4	1	Non-calculator geometry and ratio applications	FG2–FG8, FR6–FR13	Apply constructions, angle facts, similarity, ratio reasoning and geometric properties without calculator support.
4	2	Non-calculator exam practice (Paper 1 skills focus)		Structured practice of non-calculator exam-style questions across number, algebra and geometry.
5	1	Algebraic problem solving (Exam contexts)	FA4, FA5, FA16, FA17	Solve expanding, factorising, rearranging formulae, forming equations and simultaneous equations in mixed exam contexts.
5	2	Final exam strategies and techniques		Time management, question selection, accuracy, checking strategies and exam technique refinement.
6	1	Targeted revision: Weakest topics from cohort data		Focused revision based on identified gaps from mock and classroom performance.
6	2	Final exam preparation and light revision carousel		Interleaved revision across full specification with emphasis on recall and confidence building.