

Guide to Curriculum Planners

Our GCSE Curriculum Planning documents have been designed to help teachers develop their schemes of work for delivering the reformed GCSE (9–1) Mathematics qualification, J560.

One of the key features of the J560 [Specification](#) is its three-column structure, which sets out the required content in a format clearly showing the progression through Initial Learning, Foundation and Higher topics.

The Department for Education's [required content](#) for reformed GCSE qualifications includes a number of topics that overlap with Key Stage 3 content; these are the topics we set out in the 'Initial Learning for this qualification will enable learners to...' column of our Specification document and then in our '[GCSE Year 9 curriculum planner document](#)'. The 'GCSE Year 9 curriculum planner document' focuses upon the full content detailed in the Department for Education's '[Mathematics programmes of study: key stage 3](#)', while also referencing the 'Initial learning for this qualification will enable learners to...' first column of content in the J560 Specification.

The '[GCSE Foundation tier curriculum planner](#)' document covers the full GCSE Foundation tier content, as detailed in both the 'Initial Learning for this qualification will enable learners to...' first column and the 'Foundation tier learners should also be able to...' middle column, for delivery over two years.

The '[GCSE Higher tier curriculum planner](#)' document assumes these learners have a secure knowledge of the Key Stage 3 curriculum and focuses upon delivery of the 'Foundation tier learners should also be able to...' middle column and 'Higher tier learners should additionally be able to...' final column over two years. The order has been designed so that Foundation and Higher tier classes follow the same core content in parallel to allow the ease of movement between classes.

The Curriculum Planning documents have been uploaded to the [OCR Mathematics website](#) in MS Excel format, so teachers are free to easily modify the delivery to fit the requirements in their own centre. The documents have been designed based on four lessons per week and detail key specification content to be covered to meet Assessment Objective 1 (Use and apply standard techniques), with suggestions as to how aspects of Assessment Objective 2 (Reason, interpret and communicate mathematically) and Assessment Objective 3 (Solve problems within mathematics and in other contexts) could be incorporated within the teaching each week. Since AO2 and AO3 require students to make links between different areas of mathematics, these AO2 and AO3 suggestions increasingly look back to content set out earlier in the Curriculum Planner (hence any amendments made to the order in which the content is delivered may bring about some changes to the links between content learners can make). The 'Resources' column of the Curriculum Planning documents have been designed to allow additional hyperlinks to be made and edited, be these to resources that teachers themselves create, have stored on internal servers, or additional resources from external websites. There is space for textbook references, equipment planning or key test dates to be included within the resource cells. Only some of the cells have been populated at this stage and it is intended that these documents will be regularly updated with resources from the team of OCR developers and feedback from teachers (further additional links are posted in our [Social Community](#)).

OCR is running a number of CPD events across the country looking at planning for the new GCSE. [Click here](#) for more details.

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OCR Resources: *the small print*

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