

A Level 2017: Schemes of Work produced by exam boards. Notes compiled May 2017

AQA <https://allaboutmaths.aqa.org.uk/A-levelroutemaps>

Notes by Gary Wing and Sue Southward

1) Bigger picture of the published route map/SoW	
Only one interactive (Ppt) model available yet, based on AS in year 12, A2 in year 13. 3 models available on PDF (different times available for 2 teachers) so the interactive version could be easily customisable. Links on the Ppt take you to more detailed specification.	There is a ppt of topics which link through to more details for each topic. It is possible to move topics around to change the order.
2) What resources are available?	
None. Just some external links on the website to a couple of useful websites.	On the web site not too many as yet – there is a sample guidance for differentiation (http://filestore.aqa.org.uk/resources/mathematics/AQA-AS-A-MATHS-TEACHER-GUIDE.PDF)
3) Is there guidance about how long we should spend teaching	
Ppt has blocks in terms of weeks. PDF has recommended teaching times (4-5 hours per week)	The ppt scheme is mapped out in weeks with different topics being different sizes, but no indication of number of lessons/time expected. As given there seems to have plenty of revision time built in.
4) Calculus (particularly integration) and kinematics	
All calculus in year 12 is middle of October to end of November. (Could be moved). Kinematics in mid-April.	Calculus in the given scheme of work is taught differentiation then integration – more time is given in year 12 to differentiation than integration.
5) Links and prerequisites – where does the topic fit	
	There are some notes in the further details discussing where the year 12 work will lead to in year 13, or the assumed knowledge for the year 13 topics, linking to the year 12 topics. However there is nothing alerting you to this if you move

A Level 2017: Schemes of Work produced by exam boards. Notes compiled May 2017

	topics around
6) Links to problem solving, modelling, use of technology – are these embedded?	
	Nothing immediately obvious, probably in the forthcoming teacher's guide.
7) Functionality/usability/sharability	
	Once the PowerPoint has been modified it can be saved and shared/uploaded. However there doesn't seem to currently be an option to develop a scheme between two teachers.
8) Is it tied to a textbook? How much does that book/license cost?	
<p>3 Textx available. Hodder Book 1 £27.99, Book2 2 £27,99 Student ebook £7 1 year, £11.20 2 years Whiteboard book £200 <98, £250>99, valid for average teaching time????? Links to Integral if subscribed to integral as well. Free trial available OUP book 1, and 2 £28.99B=each or combined £45.00 No ebook. Pointers to prerequisites and dependent topics. Fluency, reasoning and problem solving in each chapter. MyMaths links CUP Book 1 and 2 £29.90 each Online SOW available with worksheets etc. Available June</p>	<p>OUP £29 per book (2 reqd: year 1 & year 2) or electronic: site licence £300 +vat for 1 year access to both + digital f maths books! Tied in to My Maths resources (extra licence req'd) CUP £29.90 per book (2 reqd: year 1 & year 2) or electronic (site licence £300 + vat each for 1 year access to year 1 and year 2). Links to Cambridge 'Elevate' resources. Site also contains a very useful Scheme of work, showing suggested lesson times, common misconceptions, external resources including website links such as underground maths. Some of the materials (such as those to support creating a SoW) are freely available on the CUP website.</p>
9) Kinematics specifically: could a teacher who hasn't taught this before teach themselves from the resources here?	
No. No guidance other than spec.	Not from what's currently on the website.
10) Other comments	

A Level 2017: Schemes of Work produced by exam boards. Notes compiled May 2017

	Promises much 'after accreditation', but hasn't yet delivered on that.
--	--

Edexcel: <https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/mathematics-2017/teacher-support/interactive-scheme-of-work.html>

Notes by Darroch Alden and Clarissa Grandi

1) Bigger picture of the published route map/SoW

The interactive SOW is part of Active Learn. To access the interactive SOW you need to login [here](#). There is an introductory film clip [here](#) although you will also see it once you have created and accessed your account. The interactive SOW seems relatively basic, but there is some flexibility for editing. If you start to play with the order of the units, a warning will show if you put any unit before a prerequisite. Once you have saved your SOW you are able to drill down into each unit in more detail. For each unit you have a list of objectives, teaching points, opportunities for problem solving and reasoning, common misconceptions (mentioned but no examples), notes and lastly Persons published resources (which you have to pay extra for). I cannot see a way of assigning separate units to different teachers. There is no section to add your own thoughts/links/resources. This is disappointing.

The guidance within the specification (pdf) is reasonably useful and more detailed than the guidance within the Interactive SOW. It would be useful to have a word version so you could edit and add further examples/link exam questions, etc.

N.B. There is a new Word version of both the AS and A Level SOW on the site [here](#). Each unit contains: specification references, prior knowledge, keywords, and notes. Each sub-unit contains: recommended teaching time, objectives for student, teaching points, opportunities for problem-solving and modelling, common misconceptions and examiner report quotes (from legacy Specifications) and further notes. This information could theoretically be copied into an excel document, one sheet per unit (or sub-unit), and the tabs then moved around into the desired teaching sequence. This same material is included in the interactive SoW.

2) What resources are available?

On the Pearson [website](#) you can find AS and A Level Specifications, a Course Planner, AS and A Level Sample Assessment Material (SAMs), Summary of changes/Content mapping documents and a Textbook mapping document (which looks useful for schools who have a stocks of the old textbooks). The data set is also available. The guidance available in the specification is reasonable, but those who have not taught A Level before would need additional support. However there is some thorough guidance in the SOW word documents.

The same material is available through the emporium website (including earlier drafts, although I not sure why these are needed)!

A Level 2017: Schemes of Work produced by exam boards. Notes compiled May 2017

3) Is there guidance about how long we should spend teaching

Yes, using the interactive SOW tool, the traditional A level set up (AS in 12 and A Level in Y13) generated 352 hours of content. 173 for AS and 179 for A Level. Based on SPS calendared weeks (32) and teaching hours (4 per week) between September and Mid May (exams are provisionally 16th May and 23rd May) we will be have over 40 hours less teaching time than recommended by Edexcel. A fair amount of editing will need to happen to make it fit!

At 4 hours teaching per week it would take 43 weeks to teach the AS material. Clearly, it includes the same content as in other A-levels, so the timescales they have included here just haven't been thought through.

There are also estimated teaching hours for each unit in the SOW word documents (360 hours over the two years).

4) Calculus (particularly integration) and kinematics

Calculus does not appear in the interactive SOW until the second half of the spring term. It then dominates all learning for that block of time (23 hours). Edexcel recommend eleven hours to teach the AS Integration unit, which contains all current C1 and C2 integration. The spring term of year 13 contains all the calculus. The progression through A Level Calculus and integration looks very similar to what currently exists in C3 and C4.

Kinematics is drip fed throughout the two years and is the last unit in each half term. There is scope to change this and teach it in a single block, but without regular revision / maintenance there is the danger the skill set could be completely forgotten. Drip feeding, in half-termly sections, with retrieval homework's spaced out in-between may indeed be a better move.

5) Links and prerequisites – where does the topic fit

Using the interactive SOW you are unable to save any editing (movement of units) or view the detail within the SOW without making sure prerequisites are scheduled correctly. The only links within the interactive SOW are to Persons own resources which are currently locked (and will cost). You cannot add you own links.

In the SOW word document there is a list of prerequisite knowledge for each Unit, including links to the previous GCSE 9-1 related knowledge.

6) Links to problem solving, modelling, use of technology – are these embedded?

Each unit in the Interactive SOW has a section titled 'Opportunities for reasoning/Problem solving'. I am disappointed with this section. There are no links only a suggestion of what you could do. Again, I would like the ability to edit here.

7) Functionality/usability/sharability

A Level 2017: Schemes of Work produced by exam boards. Notes compiled May 2017

You are able to share the interactive SOW once your colleagues have access to an institution account. I tried to open this on Monday evening and am currently waiting for the next stage to happen!

8) Is it tied to a textbook? How much does that book/license cost?

Pearsons have four textbooks. Each year requires one Pure (£18.66 each) and Applied (£9.32) textbook; AS Workbooks and Revision Guides are £6 each; A Level Workbooks and Revision Guides are £11 each. An ActiveLearn digital service is available for £350 for cohorts of between 11 and 99. Cohorts bigger or smaller than this should contact Persons for a price. Textbook claims to link to interactive GeoGebra resources.

Hodder have two textbooks to cover the Edexcel A level. One for AS (year one) and another for A Level (year two). Both are £29.99 per paperback copy. Electronic textbooks are available at a cheaper price depending on how long you want a student to have access to it (1 year £7, 2 years £11.20, 3 years £16.80). IWB textbook licences are available for small cohorts (26-99 students at £200 + VAT) and for large cohorts (250 + VAT)_[DA1]. The publisher states that the textbooks link to Integral and Casio fxCG20 resources, but you need to have a separate Integral licence and your own calculators to use them! Electronic textbooks are available for a free 30-day trial.

Oxford University Press has a fortnightly AS SOW available on their website (but nothing for A Level that I can see). It is not clear how many teaching hours are required in each fortnight block! One textbook is required for each year (£28.99 each). Separate workbooks area available (£7.50 each). Online resources are available for £300, but it is not clear what this who can use it and it what capacity. This one claims to link to MyMaths.

Collins has one textbook for each year (£27.99). There no other accompanying resources available that I can see.

Cambridge University Press are not offering an Edexcel version of their A Level textbooks.

9) Kinematics specifically: could a teacher who hasn't taught this before teach themselves from the resources here?

Not form what is currently available. You are unable to open the linked resources from the interactive SOW. These may or may not be useful. However, there is some useful information within the teaching points and common misconceptions sections once the teacher understands the Kinematics content.

10) Other comments

The nearest Edexcel collaborative network hub is the Nobel school in Stevenage. Is there an opportunity for the CMH to become a centre for the most popular exam board(s) within the

A Level 2017: Schemes of Work produced by exam boards. Notes compiled May 2017

county to host events from?

A Level 2017: Schemes of Work produced by exam boards. Notes compiled May 2017

OCR A: www.ocr.org.uk/Images/372612-teaching-order-framework.docx

Notes by Jamie Freeman and Kristin Coldwell

1) Bigger picture of the published route map/SoW	
<p>Word document called “teaching order framework”. 11 pages of A4. Shown week-by-week for the two years, with maths and further maths side-by-side to support concurrent teaching. Assumes each is a “fully timetabled qualification”. Each qualification broken down to be taught by two teachers, both at 50%. Pure is split between the two teachers; one is a specialist in mechanics and the other statistics.</p> <p>The Word doc has references to the spec for detail as to exactly what is included under the topic headings. This means the Word doc is not a standalone file and you need to keep flicking back and forth.</p>	<p>“Teaching Order Framework” gives one possible delivery model for co-teaching AS and A level maths alongside AS and A level FM. Shows that theoretically any FM route should be co-teachable (not true for all specs). Editable Word document, but Word tables not always as easy to manipulate as an Excel file for example.</p> <p>Need to look out for the odd A-level topic that has crept into the Year 12 column (which is mostly AS-level).</p>
2) What resources are available?	
<p>“Teaching order framework”</p> <p>“Check in tests” which have test questions about a particular section of the spec. 40% at AO1, 20% at AO2, 40% at AO3. Only one test is presently available but they have commissioned 52 of these...</p> <p>“Lesson elements”: classroom tasks. Currently two about the LDS and one about surds. More have been commissioned.</p> <p>Bridging material</p> <p>Mapping documents from legacy to reformed A level</p> <p>Document about guidance about moving from modular to linear specifications, especially about not just re-using modular schemes of work as they potentially miss connections</p>	<p>As per Jamie (←), but a Scheme of Work Builder is also planned. Not currently available for any 2017 A levels, but plenty of other examples to try.</p> <p>GCSE Maths (9-1) gives a list of content statements to choose from (with specification references and broken down by tier). Can be organised by weeks or by lessons. Suggested activities can be added which include a description and hyperlinks to OCR’s own delivery guides, Check-in Tests and PPTs, National STEM Centre resources, CIMT, NRICH, Standards Unit, Mathematics Assessment Project, Manga High, TES, Maths is Fun.</p> <p>Can be saved online and/or exported as a Word document and then edited by other</p>

A Level 2017: Schemes of Work produced by exam boards. Notes compiled May 2017

<p>between topics that can develop pupil understanding.</p>	<p>teachers. Can add your own notes before or after exporting.</p> <p>Kristin really likes the GCSE SoW Builder and hopes that the A-level one will be good too. She has enquired of OCR as to when that will be ready. Presumably the anticipated creation of a SoW Builder is the reason the Word doc is not particularly impressive.</p>
<p>3) Is there guidance about how long we should spend teaching</p>	
<p>Each “week” shows what section of the specification should be taught. Many sections of the spec are taught over multiple weeks: in cases like this the weeks will show subreferences. For example “equations of lines” is taught over weeks 4 and 5 of term 1. In week 4, “1.03 (b) and (c)” are taught. In week 5 it is “1.03 (d), (e) and (f)” Therefore requires cross reference to specification.</p> <p>Assumed number of weeks in each term are fewer than state schools have: typically two weeks shorter than the reality in my school. (I’d rather have spare time though...!)</p> <p>No comment about how many hours are assumed per week (nor in the spec that I could find).</p>	<p>My feeling is that weeks are probably as helpful as anything given the different timetables in different institutions. Those with more time can have more activities, with perhaps more opportunities for problem-solving, use of technology, etc. However, some of the weeks seem pretty full (just as well there will be spare weeks in most state schools!), e.g. teacher B teaches all of indices, surds, simultaneous equations, discriminants of quadratics and completing the square in Week 1. You could argue that this is all GCSE revision, but I think I would build in longer!</p>
<p>4) Calculus (particularly integration) and kinematics</p>	
<p>Basic kinematics covered early: following and alongside work on graphs. Variable acceleration covered in term 2, immediately after work on integration to find areas. Two dimensions considered in terms 4 and 5, mixed in with integration methods.</p> <p>Differentiation introduced first. In term 1: “Doing it” leading on to first principles; then tangents/normals and stationary points. In term 2: definite integrals and finding area; In term 3: differential eqs. In term 4: area between curves; substitution. In term 5: by</p>	<p>I like the fact that differentiation follows on immediately from kinematics with the same teacher, enabling links between velocity and acceleration as rates of change and gradients of s-t and v-t graph. Gives a reason to want to differentiate.</p> <p>Seems strange that first principles comes after second derivatives.</p> <p>As has been traditional for OCR, introduction to differentiation and integration are kept well apart with trig in between. Nice that variable</p>

A Level 2017: Schemes of Work produced by exam boards. Notes compiled May 2017

parts and more differential equations.	acceleration comes straight after integration, but interested in views on separating differentiation and integration.
5) Links and prerequisites – where does the topic fit	
Not specifically mentioned, although the ordering of topics is claimed to take into consideration the pre-requisites (especially the FM ones).	Would still need some awareness, e.g. radians are introduced in single maths in Y12 but after they have been used in further maths in Y12. Links between topics are mentioned in the specification.
6) Links to problem solving, modelling, use of technology – are these embedded?	
Not specifically. However, the first statistics topic is the LDS (a nice way to start, IMHO). Some topics include the word modelling in their title, eg “modelling with statics”.	These are likely to be in the Scheme of Work Builder when it is available.
7) Functionality/usability/sharability	
Word document, so editable. However, relies on having a copy of the spec nearby to work out what each section means. Hyperlinks would have been nice (and not hard!)	Scheme of Work Builder likely to be better for this.
8) Is it tied to a textbook? How much does that book/license cost?	
No. CUP are publishing books. One book per year. Each year’s book is £29.90 or £36.80(+VAT) with a digital version.	Hodder not currently endorsed by OCR, but also producing an “OCR” textbook.
9) Kinematics specifically: could a teacher who hasn’t taught this before teach themselves from the resources here?	
Not from the spec and order framework alone, no.	No resources as yet.
10) Other comments	
A single order is given, nothing specific for AS. As best as I can tell, all of the AS content is covered in time for the summer exams in Y12. However, clearly some adaptation would	Radians taught in Y12, despite being excluded from AS. This doesn’t seem to benefit FM which also includes radians, but other choices may be linked to FM

A Level 2017: Schemes of Work produced by exam boards. Notes compiled May 2017

<p>need to be done to schedule revision/etc.</p> <p>Full A Level spec is clear about what is AS and what isn't by using two columns (stage 1, stage 2). Same codes are used for both qualifications (ie 2.02 (d) is the same content for both AS and A Level). Specific mention is made to a spiral curriculum, where ideas are revisited at a later date and developed.</p> <p>Some choices have been made that I wouldn't have done. For example, vectors is taught by the stats teacher, yet vectors are <i>used</i> predominantly by the mechanics teacher. Some topics such as integration switch from teacher to teacher over the year.</p> <p>To me, this ordering of topics is a useful starting point but significant work would need to be done to make it usable by a class teacher.</p> <p>OCR have said this but I haven't found them: "OCR will publish a number of freely available sample Curriculum Planners (Schemes of Work) for the new specifications. These will set out the qualification content for delivery over one or two year timeframes and will include a number of links to topic resources. They will be published as MS Excel files, so they can be edited and adapted to fit individual delivery preferences."</p>	<p>prerequisites.</p> <p>Some FM prerequisites are very close, e.g. hypothesis tests with Poisson follows the week after statistical hypothesis testing has been introduced to single maths class.</p> <p>Agree that pure could be split more effectively to encourage links with applied, e.g. binomial expansion and binomial distribution could/ should be taught by same teacher.</p> <p>Again, I agree with Jamie that this is a useful starting point, but I would hold out for the Scheme of Work Builder if it is forthcoming relatively soon and use the "Teaching Order Framework" as a guide to co-teachability with FM.</p>
---	---

A Level 2017: Schemes of Work produced by exam boards. Notes compiled May 2017

OCR B (MEI): <http://mei.org.uk/2017-sow>

Notes by Kate Bell and Alwyn Whitaker

1) Bigger picture of the published route map/SoW	
<p>“comprises 43 units, each centred on one topic, with a commentary of the underlying mathematics, a sample resource, a use of technology, links with other topics, common errors, opportunities for proof and questions to promote mathematical thinking.” I particularly like the ‘common errors’ and the ‘questions and prompts for mathematical thinking’ sections.</p> <p>No overview document. The route map is essentially the list of files that are found on the website or in the folder you can download.</p> <p>The files are one Word doc per topic, making them very flexible and easily editable.</p>	<p>Each section indicates which are AS versus A level second year/ Full course). Each section clear and uncluttered 3 pages of A4 portrait.</p> <p>Each section has consistent look and feel:</p> <ul style="list-style-type: none"> -MEI syllabus sections - Commentary/background to topic - Pre-requisites - Links - Questions and prompts for mathematical thinking - Opportunities for proof - Common Errors
2) What resources are available?	
<p>All resources seem to be MEI’s own resources. Eg no links to TES resources. Not necessarily an issue as the MEI resources are good.</p> <p>Technology resources: see (6) below. http://mei.org.uk/integrating-technology</p> <p>Sample MEI resources: https://integralmaths.org/sow-resources.php</p> <p>The above resources are linked individually from each unit, but can also be accessed via the overview links above, which would be useful if you choose a different SoW but still want to use these resources.</p> <p>Within each unit doc: Teacher tips: “students could be asked questions like....”</p> <p>Example tasks in the form of good questions and investigations. I like that these are short and clear and easy to set in class/set as hwk. They promote ‘thinking like a mathematician’,</p>	<p>Every ‘section’ of the SoW contains an example and a pointer one worksheet/puzzle based resource (from integralmaths) , and a pointer to one or more on effective use of technology with the topic.</p> <p>All free.</p> <p>Though I also suspect it forms a good introduction to what integralmaths is, and may result in additional subscription of the full service for some schools.</p>

A Level 2017: Schemes of Work produced by exam boards. Notes compiled May 2017

eg “investigate the symmetries of solutions to $\sin 2x=k$ ”	
3) Is there guidance about how long we should spend teaching	
‘Time allocation’ box, but these are blank.	No. Left to teacher to decide
4) Calculus (particularly integration) and kinematics	
<p>Integration is Unit 10 and Unit 30. Kinematics is Unit 18, so these have not been purposefully linked together.</p> <p>Integration introduced in Year 1 (integrating x^n where $n \neq -1$ only) and continued in a second unit in Year 2. Both of these units have a initial pedagogical focus on integration being the inverse of differentiation, inc parts being reverse of product rule and substitution being reverse of chain rule. “It is important not to perform integration in isolation” - promotes initial sketch, consideration of symmetry etc. Suggests sorting functions into how we would integrate them - I like this as it promotes students thinking ahead and strategising. By putting this at the forefront of the SoW it will promote better teaching for students ‘thinking hard’.</p>	<p>Five sections are themed either integration or kinematics; labelled AS versus full A level; (add 20 AS variable accn and 38 for full A level kinematics).</p> <p>Units have largely been grouped as Pure, Mechanics and Statistics AS, then Pure; Mechanics and Statistics full A level...implicit suggestion of year 1 and year 2?</p> <p>With the greater emphasis on examining the graph of the area under the curve, and comparing the original function and area function graph, as mentioned here, it transfers nicely to the world of v-t graphs</p>
5) Links and prerequisites – where does the topic fit	
<p>Prerequisites clearly explained, eg partial fractions.</p> <p>Links with other topics, eg trig identities. These are nicely linked to questions: eg how can you use $\sin^2 + \cos^2 = 1$ to evaluate a particular integral without using integration techniques. FAB!</p> <p>Other sections: Questions and prompts for mathematical thinking; Opportunities for proof; Common errors; - these are great and would support a teacher who is new to this topic.</p>	<p>Prerequisites and links to other topics listed as standard per section (with some good specific examples), and MEI syllabus section listing per section.</p> <p>So AS kinematics any time after review of basic algebra and coordinate geometry; AS integration after differentiation; at some point AS Variable Accn after that. No real change compared to present syllabus in those terms.</p>

A Level 2017: Schemes of Work produced by exam boards. Notes compiled May 2017

6) Links to problem solving, modelling, use of technology – are these embedded?	
<p>'Effective use of technology' section on almost all units, with hyperlinks to resources. These can all be found in one place here: http://mei.org.uk/integrating-technology, with links to activities for Casio/Desmos/Autograph/Geogebra. Really impressed by this -even if you're not using MEI this is worth using. The activities are worksheets that teach students how to use their calculator/app/programme. They are student resources more than teacher resources.</p> <p>At the moment the IntegralMaths resources appear to be freely available (though no-one was sure whether this would continue indefinitely).</p>	<p>Generic link to a database of resources embedded, but the resources themselves elsewhere (as listed by Kate here).</p> <p>Excellent looking resources I agree, and not MEI syllabus specific</p>
7) Functionality/usability/sharability	
<p>Each unit is published as both a pdf and an editable file - handy. The units are clearly separated so easy to change the order. If you scroll down you can download all the whole files at once (in a Zip file) so you are not tied to accessing the SoW via the website, but I can't see a place that has the entire thing in a single document. Having said this, having a folder of ordered Word docs could work nicely, and it would be easy to rename the individual files to change the order, or indicate Teacher A and Teacher B.</p>	<p>Yep the editable file would enable quick addition of things like book references, or other such internal school specific resources, or pasting syllabus components from a different exam board, and name of teacher/periods in the week to be taught - if making available to students</p>
8) Is it tied to a textbook? How much does that book/license cost?	
<p>No references to textbooks in the SoW.</p> <p>From the MEI website: "We are working with Hodder Education to develop new textbooks to support the OCR(MEI) specifications (view sample). For Mathematics, there will be a year 1 book (also suitable for AS) and a year 2 book. The year 2 book includes short review sections on year 1 material. Each book will be priced at</p>	<p>Hodder publish the only books. Student e-book £7 for 1 year, £11.60 2 year per student.</p> <p>Dynamic Learning environment which includes student e-books and a variety of teaching resources rather pricy £1280 for a small cohort (26-99 students); £1680 (99+) lasting the duration of a course (just over 2</p>

A Level 2017: Schemes of Work produced by exam boards. Notes compiled May 2017

<p>£27.99.”</p> <p>Hodder have released the AS ebook here: https://www.hoddereducation.co.uk/Product/9781471852336.aspx and it will have links to Integral. 30 day free trial available now.</p>	<p>years allowing a bit of leeway), though as Katie says, there is a 30 day free trial to suck it and see.</p> <p>I used the equivalent for the old syllabus MEI A level and OCR GCSE J562. Used for having the textbook on the projector, and setting some homeworks. Now there are so many interactive ways of doing the homework/assessment thing it would have to be very special for us to consider that price. (Have not had a chance to have a play of this version)</p>
<p>9) Kinematics specifically: could a teacher who hasn't taught this before teach themselves from the resources here?</p>	
<p>No. The common errors section would help a new teacher but only once they have taught themselves the content from another source.</p>	<p>SoW contains a brief analysis of the syllabus in terms of the headings given at the beginning of the MEI section. But this is way short of what would be required to teach the content. The interactive and puzzle type resources help, but only for practice rather than introduction.</p>
<p>10) Other comments</p>	
<p>The more I think about it, the more I like having a word doc for each unit. I think this would allow edit-ability without having an overwhelming single doc structure.</p> <p>I really do like the suggested questions and resources. They are ideal for inserting into a lesson as a starter/plenary.</p> <p>Odd that timings are not given, and some units are clearly longer than others.</p>	<p>I think this set of files could form the basis of a departmental SoW. And different teachers could be responsible for different files, maintaining a consistent look and feel.</p> <p>Syllabus elements being the main thing that would need editing. Other additional internal references easily added.</p>

Further Maths Support Programme have a section on A Level 2017 on their website and have produced a Maths Course Planner: <http://furthermaths.org.uk/2017planner>

OCR (MEI) is the default specification, but you can use this for any of the specs.

The Planner tells you about prerequisites, etc. You can add extra columns (and may need to change the 'zoom' to see them all at once).

A Level 2017: Schemes of Work produced by exam boards. Notes compiled May 2017

Your work can't be saved online, but you can download a csv (Excel) file, and/or a 'key' that will allow you to paste it in and recreate what you did previously.

Underground Maths have taken the DfE spec for the new A level and matched that up with resources on the Underground Maths website that could be used in teaching each particular item, including suggesting where some of the Review Questions could fit. Worth integrating into a SoW from the start. Continually updated, so use the version from the website.

Link is here: <https://undergroundmathematics.org/new-a-level>.

Tarquin Group have a standalone textbook that could fit with any A-level spec. This is available electronically too.