

Knowledge Organisers

Maths 8.1 Topic 1

| | Term | Definition |
|----|-----------------|---|
| 1 | Discrete data | Data that can only take certain values. |
| | | E.g. the number of students in a class, your shoe size, number |
| | | of cars in the car park. |
| 2 | Continuous data | Data that can take any value. |
| | | E.g. temperature, time taken to run a race, height. |
| 3 | Grouped data | Data that has been grouped together into categories. |
| 4 | Primary data | Data collected yourself. |
| | | E.g. you design and complete a survey of students yourself. |
| 5 | Secondary data | Data collected from somewhere else that you did not collect. |
| | | E.g. data from a Government census. |
| 6 | Median | - The "middle" of a sorted list of numbers. |
| | | - To find the Median, place the numbers in value order and find |
| | | the middle number. |
| 7 | Mean | The Arithmetic Mean is the average of the numbers: a |
| | | calculated "central" value of a set of numbers. |
| | | To calculate it: |
| | | • add up all the numbers, |
| | | • then divide by how many numbers there are. |
| 8 | Mode | The number which appears most often in a set of numbers. |
| 9 | Range | The difference between the lowest and highest values. |
| 10 | Scatter graphs | A graph of plotted points that show the relationship between two sets of data. |
| 11 | Bivariate data | - Data involving two sets of related variables e.g. Height and |
| | | Weight. |
| | | - It is often shown on a scatter graph. |
| 12 | Correlation | A relationshipPerfectHighLowbetween two or morePositivePositivePositivethings.CorrelationCorrelationCorrelation |
| | | $1 \qquad 0.8 \qquad 0.3$ |
| 13 | No Correlation | Where there lies no relationship between two variables. The two variables have nothing to do with each other. |

| 14 | Line of best fit | A line drawn on a scatter graphs that has roughly the same number of points above the line as below the line, passing through as many points as possible. 5700 5000 |
|----|---------------------------|--|
| 15 | Interpolation | This is when you use estimate a value from within your data set. It is a useful skill to have. |
| 16 | Extrapolation | Extrapolation is when you estimate a given value outside of your given data range. It is extremely dangerous to do this as you do not know for certain if the relationship you have identified continues before or outside of your data values. |
| 17 | Frequency table | A table to record the number of times (frequency) that an event has happened |
| 18 | Bar chart | A way of representing data where the bars are represented by heights or lengths of lines or rectangles with equal width. |
| 19 | Pie Chart | A type of graph in which a circle is divided into sectors that represent a proportion of the whole. |
| 20 | Pictogram | A way of illustrating data by using pictures, and parts of pictures to represent given numbers. |
| 21 | First decimal place | First number after the decimal place |
| 22 | Second decimal place | Second number after the decimal place |
| 23 | First significant figure | First non zero digit in a number |
| 24 | Second significant figure | Digit directly after the non zero number |

| 25 | Approximate | To guess or estimate |
|----|----------------------|---|
| 26 | To approximate a sum | 1. Round digits to 1 significant figure |
| | | 2. Complete sum |
| 27 | Bounds | Either of these two: |
| | | Lower bound: a value that is less than or equal to every |
| | | element of a set of data. |
| | | Upper bound : a value that is greater than or equal to every |
| | | element of a set of data. |
| 28 | Numerator | Number of equal parts we want. The top number of a |
| | | fraction. |
| 29 | Denominator | Total number of equal parts. The bottom number of |
| | | fraction. |
| 30 | Proper Fraction | A fraction where the numerator is less than the |
| | | denominator. The value is less than 1. |
| 31 | Improper fraction | A fraction where the numerator is greater than the |
| | | denominator. The value is more than 1. |
| 32 | Mixed number | The mixed number is made of a whole number and a |
| | | fraction |
| 33 | Simplest form | A fraction is in simplest form when the numerator and |
| | | denominator cannot be any smaller (while still being |
| | | whole numbers). |
| 34 | Simplify fraction | To put a fraction into its simplest form |
| 35 | Terminating decimal | Any fraction that has a finite number of digits (the digits |
| | | do not continue forever). |
| 36 | Recurring decimal | A decimal number that has digits that repeat forever. |
| 37 | Percent | % means out of 100 |

Maths 8.2 Topic 2

| | Term | Definition |
|-----|------------------------|---|
| 1 | Equations | An equation is a mathematical statement that two things are |
| | | equal in value. It consists of two expressions, one on each side |
| | | on an equals sign. |
| | | E.g. x + 3 = 10 |
| 2 | Inverse | Opposite in effect. The reverse of. |
| | | The inverse of adding 9 is subtracting 9. |
| | | The inverse of multiplying by 5 is dividing by 5. |
| | | There are many inverses in mathematics! |
| 3 | Substitution | Putting values where the letters are. |
| | | E.g. 3x + 5 |
| | | Substitute x = 4 into the expression. |
| | | 3(4) + 5 = 17 |
| 4 | Expressions | An algebraic expression involves letter that represent numbers. |
| | | They do not have an equals sign. |
| | | For example, a or 6b or $x^2 + y^2 + z^2$ are all expressions. |
| 5 | Linear equation | A straight line where all terms have the power 1 with no x^2 or x^3 |
| | | terms. |
| 6 | Brackets | 5(x+2) = 5x + 10 |
| 7 | Solve | To find a value (or values) we can put in place of a variable that |
| | | makes the equation true. |
| | | Example: $x + 2 = 7$ |
| | | The variable is x, |
| | | when we put 5 in place of x we get 5 + 2 = 7 , |
| | | and 5 + 2 = 7 is true, so x = 5 , and the equation is solved. |
| 8 | Term-to-term rule | When you have a sequence and can work out the following |
| | | numbers. |
| | | E.g. find the next three terms of this sequence, 10, 20, 30,,, |
| | | |
| 9 | Position-to-term rule | This is an explicit rule you can find which allows you to find the |
| | | 100 th term quite easily. |
| | | E.g. 5n + 7. |
| | | 100^{tn} term = 5(100)+7 = 507 |
| 10 | Arithmetic progression | A sequence that goes up or down by the same amount each |
| | | time. |
| 11 | Geometric progression | A sequence with a constant ratio between each number and |
| | | the one before. |
| | | E.g. 1, 3, 9, 27, 81. |
| | | Formula for a geometric progression = a x r ¹⁻¹ |
| | | A = First term |
| 12 | | κ = common ratio (what do you multiply by each time) |
| 12 | Nin term | A formula that allows you to work out the rule for a sequence. |
| 13 | Gradient | now steep a line is. In this example the gradient is $2/5 = 0.6$ |
| | | Also called "clene" |
| 1 4 | Vintercent | Also called slope . |
| 14 | r miercepi | the varie of a graph |
| | | In other words: find the work when y |
| | | in other words: find the y value when x |
| | | equais 0 |

| 15 | Quadratic | Where the highest exponent of |
|----|-----------|--|
| | | the variable (usually "x") is a this makes it Quadratic |
| | | square (²). $5x^{2} + 3x + 3 = 0$ |
| | | So it will have something like x ² |
| 16 | Speed | How fast something is moving. |
| | | Measured as distance travelled per unit of time. |
| | | Example: The speed of these cars is over 150 kilometres per |
| | | hour (150 km/h). |
| 17 | Function | A special relationship where each input has a single output. |
| 18 | Formula | A rule or fact written with mathematical symbols. |
| | | It usually has: |
| | | an equals sign (=) |
| | | two or more variables (x, y, etc) |
| 19 | Distance | Length. A measurement of how far through space. |
| 20 | Graph | A diagram of values, usually shown as |
| | | lines. |
| | | |
| | | 5 3 4 |
| | | 1 2 3 4 Day Number |

Maths 8.3 Topic 3

| | Term | Definition |
|----|--------------------|--|
| 1 | Percentage | A rate, number or amount out of 100. |
| 2 | Reverse percentage | When you are given a percentage that is not 100% and a value, and you need to work out the original value (100%). E.g. 40% = 24. So 10% = 6 |
| | | So 100% = 60. |
| 3 | Multiplier | A number you can multiply by to do percentage increase or decrease in one step. E.g. Increase by 7% = Multiply by 1.07 |
| | | Decrease by 8% = Multiply by 0.92 |
| 4 | Percentage change | $Percentage \ change = \frac{change}{original} \times 100$ |
| 5 | Increase | Make something bigger (in size or quantity). |
| 6 | Decrease | Make something smaller (in size or quantity). |
| 7 | Interest | As a percent (per year) of the amount borrowed |
| 8 | Annual | Something that happens once a year. |
| 9 | Proper Fraction | A fraction where the numerator is less than the denominator. The value is less than 1. |
| 10 | Improper fraction | A fraction where the numerator is greater than the denominator. The value is more than 1. |
| 11 | Mixed number | The mixed number is made of a whole number and a fraction |
| 12 | Simplest form | A fraction is in simplest form when the numerator and denominator cannot be any smaller (while still being whole numbers). |
| 13 | Simplify fraction | To put a fraction into its simplest form |

Maths 8.4 Topic 4

| | Term | Definition |
|---|------------------------|--|
| 1 | Ratio | A ratio shows the relative sizes of two or more values. |
| | | Example: if there is 1 boy and 3 girls you could write the ratio |
| | | as: |
| | | 1:3 (for every one boy there are 3 girls) |
| 2 | Proportion | Proportion says that two ratios (or fractions) are equal. |
| | | Example: 1/3 = 2/6 |
| 3 | Proportional | When quantities have the same relative size. In other words |
| | | they have the same ratio. |
| | | Example: A rope's length and weight are in proportion. When |
| | | 20m of rope weighs 1kg, 20m |
| | | then: <u>1kg</u> |
| | | • 40m of that rope 40m |
| | | weighs 2kg |
| | | • 200m of that rope |
| | | weighs 10kg |
| | | etc. |
| 4 | Directly proportional | Directly proportional: as one amount increases, |
| | | another amount increases at the same rate. |
| 5 | Inversely proportional | Inversely Proportional: when one value decreases at the same |
| | | rate that the other increases. |
| | | Example: speed and travel time. |
| | | As speed goes up, travel time goes down |
| | | And as speed goes down, travel time goes up |
| 6 | Metric Unit | Unit of measurement in the metric system. Metric units include |
| | | metre, centimetre, millimetre, kilometre, gram and kilogram. |
| 7 | Multiplier | The number that you are multiplying by. |
| 8 | Speed | How fast something is moving. |
| | | Measured as distance travelled per unit of time. |
| | | Example: The speed of these cars is over 150 kilometres per |
| | | hour (150 km/h). |
| 9 | Compound units | Units with two dimensions and requiring calculation. Examples: |
| | | speed calculated as distance ÷ time; and density calculated as |
| | | mass ÷ volume. |

Maths 8.5 Topic 5

| | Term | Definition |
|----|--------------------|---|
| 1 | Formula | A rule or fact written with mathematical symbols. |
| 2 | Substitute | Putting values where letters are. |
| 3 | Algebra | Letters are used to denote variables and unknowns. |
| 4 | Variable | A quantity that could take on a range of values |
| | | (undefined value – expression). |
| 5 | Unknown | A quantity whose value is not known (defined value – equation) |
| 6 | Expression | a mathematical sentence containing numbers, operators |
| | | & variables |
| 7 | Equation | An equation says that two things are equal and can be solved. |
| 8 | Coefficent | The constant quantity placed before and multiplying |
| | | the variable in an expression. |
| 9 | Identity | An equation that is true no matter what values are chosen. |
| | | Example: $\frac{\pi}{2}$ = a x -0.5 is true, no matter what value is chosen for |
| | | "a". |
| 10 | Rearrange | Change the position of something |
| 11 | Rearrange formulae | To change the subject of the formula, and we do it by applying |
| | | the core principle of: an equation remains unchanged as long as |
| | | you do the same thing to both sides . |
| 12 | Faces | Each flat surface in a solid. |
| 13 | Surfaces | The outside layer of an object. It doesn't have to be flat. |
| 14 | Edges | Where two faces meet is called an edge. |
| 15 | Vertices | Posh word for a corner. |
| 16 | Pyramid | A 3D shape with a triangular or square base whose faces meet |
| | | in a point at the top. |
| 1/ | Prism | A 3D shape with a constant cross section |
| 18 | Cube | A box-shaped solid object that has six |
| | | Identical square faces |
| | | |
| 19 | Cuboid | A box-shaped solid object. |
| | | |
| | | • It has six flat sides |
| | | All angles are right angles |
| | | • All of its faces are rectangles |
| 20 | Triangular Prism | A prism with the cross section of a triangle |
| | | |
| | | |
| 21 | Cylinder | A solid object with: |
| | | • two identical flat ends that are circular. |
| | | • and one curved side. <i>h = height</i> |
| | | It has the same cross-section from one end to |
| 22 | Cono | A 2D shape that has a singular base and the |
| 22 | | A SU Shape that has a circular base and the |
| | | |
| | | |
| | | |

| 23 | Sphere | The mathematical word for a ball. All the points on a sphere are the same distance from the centre of the sphere. |
|----|---------------|---|
| 24 | Area | The size of a surface. The amount of space inside the boundary of a flat (2- dimensional) object such as a triangle or circle, or surface of a solid (3-dimensional) object. |
| 25 | Volume | The amount of 3-dimensional space something takes up. Imagine how much water could be in it. |
| 26 | Parallelogram | A flat shape with 4 straight sides where opposite sides are parallel. |
| 27 | Trapezium | A quadrilateral with one pair of parallel sides. |
| 28 | Parallel | Always the same distance apart and never touching. |
| 29 | Perpendicular | At right angles (90°) to. |

Maths 8.6 Topic 6

| | Term | Definition |
|----|---------------------|---|
| 1 | Area | - The size of a surface. |
| | | - The amount of space inside the boundary of a flat (2- |
| | | dimensional) object such as a triangle or circle, or surface of a |
| | | solid (3-dimensional) object. |
| 2 | Volume | The amount of 3-dimensional space something takes up. |
| | | Imagine how much water could be in it. |
| 3 | Prism | A 3D shape with a constant cross section |
| 4 | Pythagoras' Theorem | In a right angled triangle the |
| | , , | square of the long side is equal to |
| | | the sum of the squares of the a |
| | | other two sides. |
| | | It is stated in this formula: |
| | | $a^2 + b^2 = c^2$ |
| | | The long side is called the $a^2 + b^2 = c^2$ |
| | | hypotenuse. |
| 5 | Hypotenuse | The side opposite the right angle in a right-angled |
| | | triangle. |
| | | It is also the longest side of the right-angled |
| | | triangle. |
| 6 | Square | To multiply a number by itself. |
| 7 | Square root | A square root of a number is a value that, when multiplied by |
| | | itself, gives the number. |
| | | The symbol is v |
| 8 | Scale | The ratio of the length in a drawing (or model) to the length on |
| | | the real thing |
| 9 | Scale drawing | A drawing that shows a real object with accurate sizes reduced |
| | | or enlarged by a certain amount (called the scale). |
| 10 | Plan | A drawing of something as viewed from above. |
| | | Them Manual |
| 11 | Side alovation | What compating looks like when viewed from |
| 11 | Side elevation | the side |
| | | Side View |
| 12 | Front elevation | What something looks like when viewed from |
| | | the front |
| | | Front |
| | | View |
| 13 | Object | The original shape. |
| 14 | Image | Shape after the transformation. |
| 15 | Transformation | Changing a shape using |
| 10 | | TERRY: Translation, Enlargement, Reflection, Rotation, Yeah! |
| 16 | Reflection | An image or shape as it would be seen in a |
| | | mirror. |
| | | |
| | | |
| 17 | Rotation | A circular movement. Rotation has a central point |
| | | that stays fixed and everything else moves around 🛛 📐 📄 |
| | | the point in a circle. |

| 18 | Enlargement | Where the shape becomes bigger or smaller |
|----|--------------|---|
| 19 | Translation | "Sliding": moving a shape without rotating or flipping it. The shape still looks exactly the same, just in a different place. |
| 20 | Congruent | When shapes are exactly the same size. |
| 21 | Scale factor | This is the value of how much you have to multiply a shape to get from one shape to another. It can be positive, negative or even fractional. |
| 23 | Vectors | For example, $\binom{5}{-2}$ means 5 right, 2 down. The top number tells you how far right/left (right is positive/left is negative). The bottom numbers tells you how far up/down (up is positive/down is negative). |