

L043 · GCSE Mathematics 1MA1 · 60 minutes

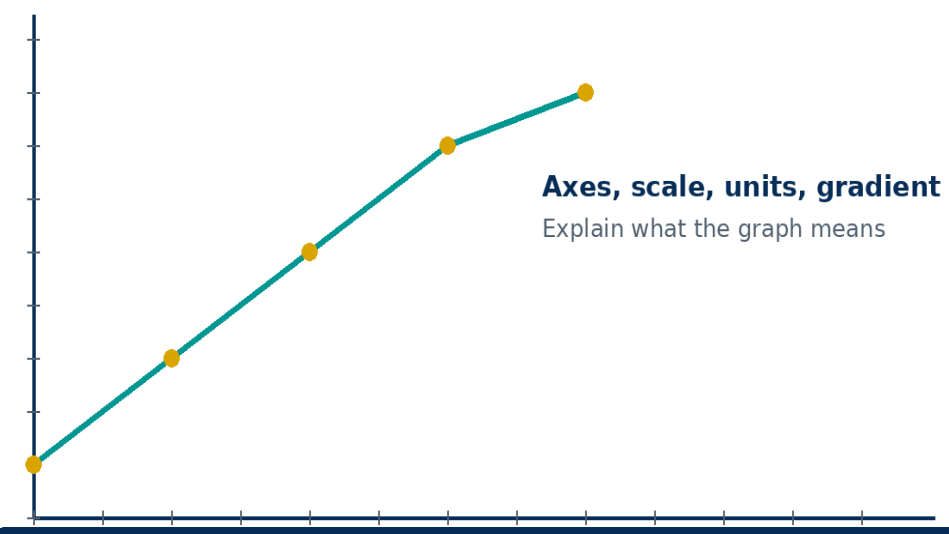
The goal

Interpret distance–time and speed–time graphs in context.

Connect & Check

Complete the starter in your workbook. Retrieve the prior skill, then identify one likely error before you use today's method.

L043 Distance time and speed graphs



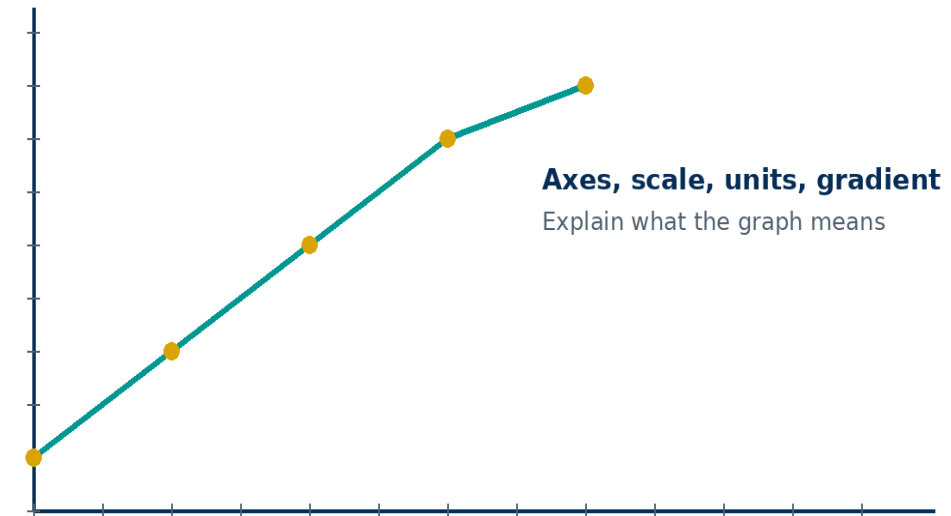
Objective: Interpret distance-time and speed-time graphs in context.

Compare your method with a partner. Agree on one reliable step and one check. Be ready to explain your reasoning, not just your answer.

Build the method

Use the worked model to distinguish height from gradient; connect area under a speed graph to distance. Record the key step and one check that proves the answer.

L043 Distance time and speed graphs



Objective: Interpret distance-time and speed-time graphs in context.

Choose your route

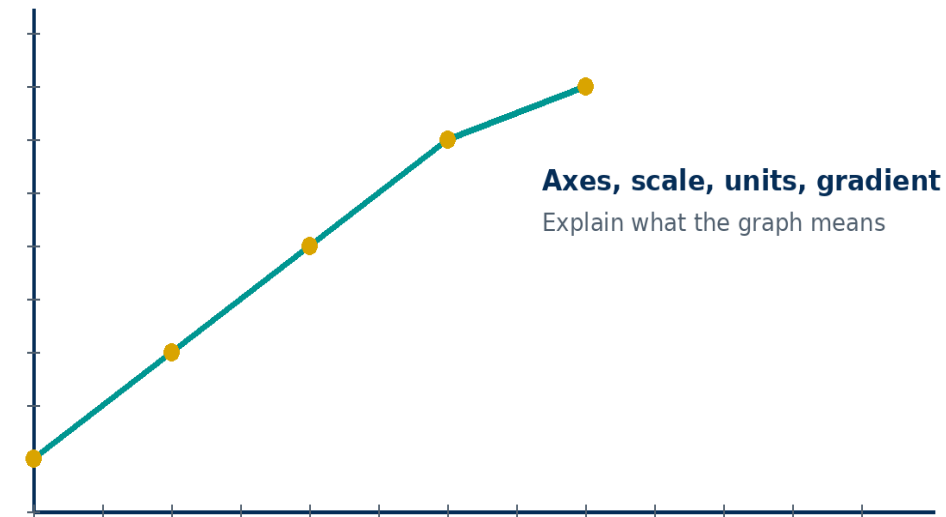
Choose your route: A - visual model, B - method first, or C - explain first.
Whichever route you choose, your final answer must prove the lesson objective.

Guided practice

A runner covers 400 m in 80 s, rests for 20 s, then covers 200 m in 40 s. Find average speed for the whole journey.

Apply

L043 Distance time and speed graphs



Objective: Interpret distance-time and speed-time graphs in context.

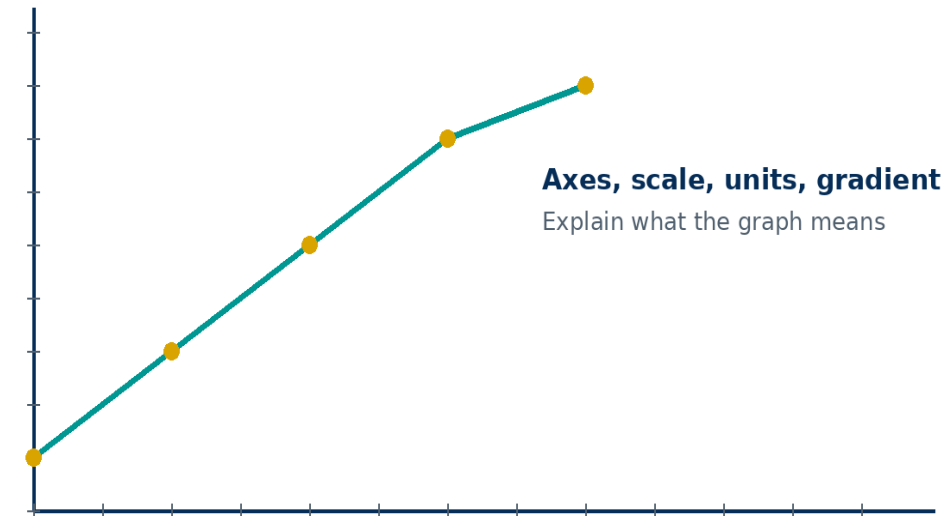
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Independent practice

A distance-time graph has a downward segment. Explain what the vertical axis must represent if the graph is valid.

Apply

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Objective: Interpret distance-time and speed-time graphs in context.

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Exam-style practice

A graph is drawn for a real context. Interpret the gradient, intercept or area as appropriate. State units and justify your answer.

Recall & Review

Complete a fresh question without notes. Check your answer, correct one error if needed, and record the next practice step.

Before next lesson

Correct one error, record one target and complete the flipped learning task.

L043 Recall & Review

Distance time and speed graphs

Fresh evidence: prove the objective

Solve a new question without prompts. Explain one check, then correct one error in your working.

Objective: Interpret distance–time and speed–time graphs in context.

Write the next practice step before you leave. It must test the method again, not simply copy today's example.

Feedback language

Use the full phrases before the abbreviations.

What Went Well (WWW)

I read or constructed the graph accurately, used the scale and axes correctly and linked the relevant gradient, intercept, shape or trend to my conclusion.

Identify the mathematical method, representation, reasoning or check that improved.

Even Better If (EBI)

I will label units and scale clearly, show the calculation or graphical evidence I used and check that the interpretation fits the context.

Set one precise next-step action and test it on a fresh question.

Extension route

Choose this route only after the core evidence is secure.

Stretch

A runner covers 400 m in 80 s, rests for 20 s, then covers 200 m in 40 s. Find average speed for the whole journey.

Deep challenge

A distance-time graph has a downward segment. Explain what the vertical axis must represent if the graph is valid.

Explain your reasoning clearly enough that another learner could check it.