

Teacher guide: Direct and inverse proportion

Objective: Solve direct and inverse proportion problems and represent relationships.

Calculator condition: Non-calculator core; calculator optional only for checking where labelled.

Learning Cycle plan

Stage	Time	Teacher move	Evidence to collect
Connect & Check	5 min	State the objective and timeline. Retrieve cumulative checkpoint 4 and feedback or a prerequisite. Diagnose a common error before modelling.	Independent written response, correction or verbal explanation.
Share	7 min	Pairs compare methods or predict a result for direct and inverse proportion. Ask for a reason, not only an answer.	Independent written response, correction or verbal explanation.
Present	10 min	Use tables, graphs and equations; distinguish proportional from merely increasing relationships	Independent written response, correction or verbal explanation.
Apply	25 min	Find a constant and test the model with another value Use guided support, then remove it for independent working.	Independent written response, correction or verbal explanation.
Recall & Review	8 min	Revisit the objective. Learners solve a fresh item without prompts, explain a check, correct one error and record the next practice.	Independent written response, correction or verbal explanation.

Differentiation

- All learners reach the same objective; route choice changes the journey, not the standard.
- Use visual, method and explanation routes to support access.
- Remove prompts before exit evidence.
- Use stretch and deep challenge only after the core method is secure.

Assessment response

- Check the formative mini-test and independent workbook response against the objective. Use the teacher answers or mark guidance; group errors for reteaching. NC/C selected to purpose; label each question.

Recall & Review: feedback and extension integration

Lesson L065: Direct and inverse proportion

Objective: Solve direct and inverse proportion problems and represent relationships.

Timing for a 60-minute lesson

0-7 Connect & Check; 7-14 Share; 14-25 Present/model; 25-44 Apply route choice/practice; 44-52 independent exam-style check; 52-60 Recall & Review, WWW/EBI and next step.

Recall & Review evidence

At the end of the lesson, solve a fresh question without prompts, explain one check, correct one error and record the next practice step.

What Went Well (WWW)

I identified the correct reference quantity, ratio, rate or multiplier and kept the units and proportional relationship clear.

Even Better If (EBI)

I will state the whole or reference quantity, show the multiplier or unit-rate step and check whether the result is sensible in context.

Integrated stretch and deep challenge

Stretch: y is inversely proportional to x^2 . If $y=12$ at $x=2$, find y at $x=4$.

Deep challenge: A graph through the origin appears curved upward. Can y be directly proportional to x ? Explain.

Teacher use

Use the What Went Well (WWW) and Even Better If (EBI) prompts to write mathematics-specific feedback linked to the objective. Do not accept generic praise: identify the method, representation, reasoning or checking step that improved, then set a fresh next-step question.

Assessment evidence to inspect: Check the formative mini-test and independent workbook response against the objective. Use the teacher answers or mark guidance; group errors for reteaching. NC/C selected to purpose; label each question.