



Y7 Independent Learning Task

Subject:	Mathematics			
ILT #4	Dual Coding Poster			
Week set:				
Duration:	Approximately 1 hour			
Hand in:				
Instructions:	Choose a topic from Modules 5–8. Create a one-page revision poster using both words and images, symbols, diagrams or timelines to represent key knowledge. Include the most important facts and ideas, use a mix of text and visuals, and make your poster clear, organised and easy to understand so that someone else could learn the basics of the topic immediately.			
Skills:	This task develops students' ability to: • Select and prioritise the most important mathematical knowledge. • Represent ideas using both words and visuals (dual coding). • Make connections between mathematical facts, methods, diagrams and symbols. • Organise information clearly on a single page. • Use correct mathematical vocabulary and notation. • Check work for clarity and accuracy. • Develop retrieval, creativity, independence and revision skills.			
Marking schema:		Developing	Proficient	Advanced
	Assessment Area	Emerging	Secure	Excelling
	M athematical Understanding	Includes some relevant facts or methods, but there may be gaps or inaccuracies.	Selects accurate key facts, methods and vocabulary that show secure understanding of the chosen topic.	Shows detailed and accurate understanding, selecting and connecting the most important ideas so the poster could effectively teach someone else.
	A pplication of Mathematics	Includes some mathematical examples, symbols or diagrams, though links between them may be unclear.	Uses appropriate examples, notation, diagrams and/or representations to explain the mathematics clearly.	Uses carefully chosen examples and visual representations to make mathematical relationships, methods or concepts especially clear and memorable.
	T hinking & Communication	Uses some words and visuals, but the poster may be difficult to follow or overly dependent on copied notes.	Combines words and visuals effectively, with a clear layout, headings and concise explanations.	Uses dual coding purposefully: text, symbols, diagrams, colour and layout work together to communicate ideas

				quickly, clearly and creatively.
	Habits of Independent Learning	Completes the core poster with some support and limited checking or refinement.	Works independently, follows the mission checklist, checks accuracy and improves the poster before finishing.	Shows strong independence by carefully selecting, organising, checking and refining content, and can use the finished poster for retrieval or teaching.
	Stretch & Challenge	Meets the core expectations of the task.	Completes one or more Level Up Challenges.	Goes beyond expectations, for example by creating the poster mainly from memory, teaching from it, adding an effective flowchart/mind map/timeline, creating a digital version or designing a linked quiz.
Additional guidance or help:	Checklist: choose a topic from Modules 5–8; include key facts and ideas; use both words and visuals; organise the poster clearly; use colour and diagrams/logos/timelines where helpful; check and improve it; and use correct mathematical vocabulary. How to complete it: identify the most important ideas from your notes, plan the layout, create the poster on one A4 page, use words and images together, then test whether someone else can understand it quickly. Level Up: create the poster without looking at your notes after the first draft; teach the topic using only your poster; add a timeline, flowchart or mind-map layout; turn it into a digital infographic; or create a mini quiz based on the poster.			