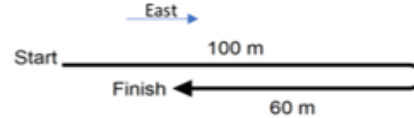


Kinematics

1

- Distance** - a scalar quantity with no direction
= 160 m
- Displacement** - a vector quantity – measured from the starting position
= 40 m (East of starting point)
- Position** - a vector quantity – distance from a fixed origin



$$\text{AVERAGE SPEED} = \frac{\text{Total Distance}}{\text{Total Time}}$$

$$\text{AVERAGE VELOCITY} = \frac{\text{Displacement}}{\text{Time taken}}$$

2

EQUATIONS FOR CONSTANT ACCELERATION -

s: displacement (m) u: initial velocity (ms^{-1}) v: final velocity (ms^{-1}) a: acceleration (ms^{-2})

t = time (s)

$$v = u + at$$

$$v^2 = u^2 + 2as$$

$$s = \frac{1}{2}(u + v)t$$

$$s = ut + \frac{1}{2}at^2$$

$$s = vt - \frac{1}{2}at^2$$

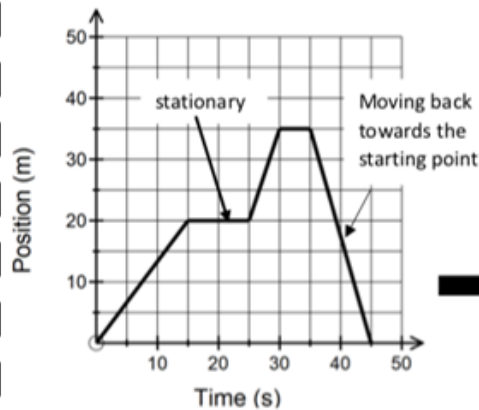
- Acceleration due to gravity is 9.8 ms^{-2} (unless given in the question)
- Negative Acceleration means retardation/deceleration
- You may need to show how the equations can be derived from the graph



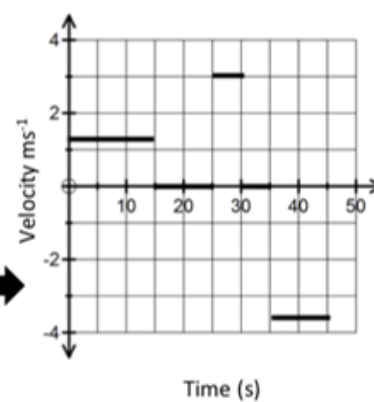
3

USING Position-Time and Velocity-Time GRAPHS

Position- time graph



Velocity - time graph

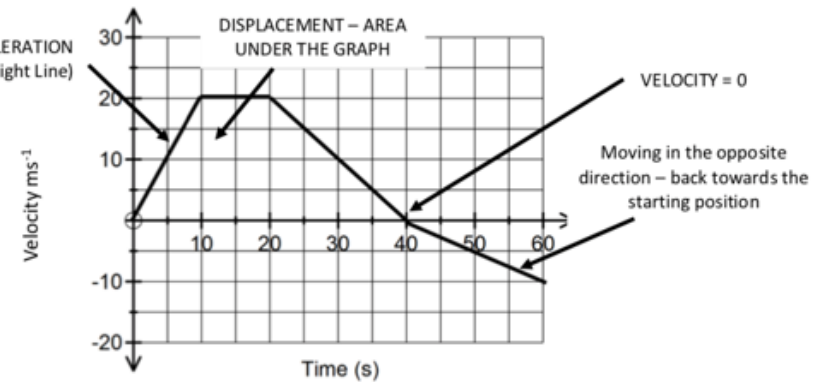


4

VELOCITY TIME GRAPH

Gradient = acceleration

CONSTANT ACCELERATION
(Straight Line)





How do we use Knowledge Organisers in Mathematics?

How can you use knowledge organisers at home to help us?

- **Retrieval Practice:** Read over a section of the knowledge organiser, cover it up and then write down everything you can remember. Repeat until you remember everything.
- **Flash Cards:** Using the Knowledge Organisers to help on one side of a piece of paper write a question, on the other side write an answer. Ask someone to test you by asking a question and seeing if you know the answer.
- **Mind Maps:** Turn the information from the knowledge organiser into a mind map. Then reread the mind map and on a piece of paper half the size try and recreate the key phrases of the mind map from memory.
- **Sketch it:** Draw an image to represent each fact; this can be done in isolation or as part of the mind map/flash card.
- **Teach it:** Teach someone the information on your knowledge organiser, let them ask you questions and see if you know the answers.

How will we use knowledge organisers in Mathematics?

Knowledge organisers will be used before I complete a Learning Check or Common Assessment. I will spend part of the lesson looking over each of the key topics of the half term before completing the Learning Check or Common Assessment.

I will also use these at home to complete my own independent learning and revision of these key topics.

GLUE HERE