Velocity–time calculations: area and gradient

Teacher / technician

YEAR 10 / LESSON 14 / PHYSICS + SCIENCE (DOUBLE AWARD)

Staff preparation and answer guidance. Keep separate from student sheets. Record actual measurements separately from labelled practice examples.

Coverage and delivery

Shared Physics / Double Award: 1.8–1.9. Acceleration and distance from a graph.

Allow about 60 minutes. Follow the student sequence and use the answers to check reasoning.

Requisition • class of 30, working in 15 pairs

Item	Per pair / setup	Class total
Booklet/graph paper/ruler	1 set per learner	30 sets
Calculators	1 per pair	15

Immediate safety

Paper calculation activity only. All supplied data are a mathematical model.

Preparation and delivery

Read alongside the student method

YEAR 10 / LESSON 14 / PHYSICS + SCIENCE (DOUBLE AWARD)

1. Use the same model points as Lesson 13 and label the optional negative-velocity segment separately.

2. Check that pupils use elapsed interval lengths, not endpoint times, for triangle bases. Require both units and a physical meaning for each result.

Close of lesson

- Keep corrected calculations and return rulers.

Check before teaching

Check the cards, reference data and quantities against this requisition. Keep the staff answer guide separate until the checking stage. Supplied numerical practice datasets are labelled examples; they are not class measurements.

Answers and teaching notes

Expected explanations • do not give as experimental observations

YEAR 10 / LESSON 14 / PHYSICS + SCIENCE (DOUBLE AWARD)

- 16 m.
- 24 m.
- 56 m: 16 + 24 + 16.
- 2 m s^{-2}.
- 52 m in the positive direction: 56 − 4.
- 60 m: 56 + 4.

References and provenance

Pearson Physics specification

Prepared 22 November 2026. Original wording, tables and questions. Sources inform the concepts and technique; the lesson scope and classroom quantities are explicitly described here. No laboratory trial or final school risk approval is claimed.