Summer Term - Block Four         Topic: The Data Handling Cycle         Hypothesis         Scale           What is the essential knowledge from this unit?         Enquivy         Read           What is the essential knowledge from this unit?         Enquivy         Read           Much of the statistics content in key stage. 3 is a continuation of that studied at primary school, and insurption distributions. We also explore when graphs maybe misleading, an inportant real-life consideration. Collection of data is also explore when graphs maybe misleading, an inportant real-life consideration. Collection of data is also explore when graphs maybe misleading, and elifeuties of data collection and interpretation as well as the become aware of the pitfall and difficulties of data collection and interpretation as well as the providem and there is the ext block) through an extended projects or students         Response box         Grauped           National curriculum content covered:         Response box         Grauped         Biased         Consportant         Biased         Consportant         Biased
Term: Year 8 Summer Term - Block Four         Topic: The Data Handling Cycle         Importance           What is the essential knowledge from this unit?         What is statistics content in key stage 3 is a continuation of that studied at primary school, and many of the charts and graphs in this block have been used in year? And earlier in year 8. A facual is using charts to compare different distributions. We also explore whan graphs may bisloading, an important real-life consideration. Collection of data is also covered, including designing and callising questionnative. As we are covering the elements of the data cycle, it may be worth become aware of the pitfalls and difficulties of data callection and interpretation as well as the procedural production of graphs and charts.         Read Response box         Comparison           National curiculum content covered:         • Describe, interpret and compare observed distributions of a single variable through appropriate graphical representation involving discrete, continuous and grouped data; and grapms, including frequency tables, for ungrouped numerical data.         Biased         data           • Describe, interpret appropriate tables, charts and diagrams, including frequency tables, for ungrouped numerical data.         Biased         data           • Construct and interpret pipropriate tables, charts and diagrams, including frequency tables, for ungrouped numerical data.         Hally         Continuous to understand?           • We know that breaking the curiculum down into small manageable steps should help students to understand concepts better, sa result, for each block of content in the scheme of learning were break dawn for this unit as follows:         Key         Compare
What is the essential knowledge from this unit?       Introduction       Enquiry       Read         What do students need to remember and understand?       Enquiry       Read         Much of the statistics content in key stage 3 is a continuation of that studied at primary school, and many of the charts and graphs in this block have been used in year 7 and earlier in year 8. A focus is using charts to compare different distributions. We also explore when graphs maybe misleading.       Gouestionnaite       Gouestionnaite         an important real-life consideration. Collection of data is also covered.       Gouestionnaite       Comparison         become oware of the pitfals and difficulties of data collection and interpretation as well as the proceedural production of graphs and charts.       Nultiple choice       Biosed       data         National curriculum content covered:       Biosed       Gouestionnaite       Response box       Gouped         appropriate measures of central tendency (mean, mode, median) and spread (range, constitution of propriote to categorical data, and vertical line (or bor) charts for ungrouped numerical data.       Frequency       Intervals         We know that breaking the curriculum down into small manageable steps should help students to understand concepts better, As a result, for each block of content in the scheme of learning were than understand appropriate heagens.       Comparison         Lesson fror - Set up a statistical enquiry       Enquiry       Key       Comparison         Lesson fror - Draw and interpret pic charts
What do students need to remember and understand?       In the studiet of submerstand is a continuation of that studied at primary school, and is a charts and graphs in this black have been used in year? And earlier in year 8. A focus is using charts to compare different distributions. We also explove when graphs maybe misleading an important read-life consideration. Collection of data is also covered, including designing and charts to compare of the pitch and different distributions. We also explove when graphs maybe misleading and integration. Collection of data is also covered, including designing and charts.       Sample       Comparison         National curriculum content covered:       Response box       Grouped       Biosed       Grouped         • Describe, integraet and compare observed distributions of a single variable through appropriate measures of central tendency (mean, mode, median) and spread (range, consolication of outliers)       Frequency       Biosed       Biosed       Grouped         • Describe, integraet and compare observed distributions of a single variable through appropriate measures of central tendency (mean, mode, median) and spread (range, consolication of outliers)       Frequency       Biosed       Biosed       Grouped         • Construct and integraet appropriate headers, the ack block of content in the scheme of learning we have provided the flowing 'small step' breakdown for this unit as follows:       Frequency       Intervals         • Construct and integraet proprioted tagraphic to charts       Key       Comparison       Average         • Construct and integrate papropriate tables, charts and vertical line charts<
Nuch of the statistics content in key stage 3 is a continuation of that studied at primary schoolInterdistionmany of the charts and graphs in this block have been used in year 7 and earlier in year 8. A focusSampleProportionan important real-life consideration. Collection of data is also covered, including designing andSampleProportioncontrictioning quasitionnes. As we are covering the elements of the data cycle, it may be worthQuestionsScatterbecome aware of the pitfalls and difficulties of data collection and interpretation as well as theDesigngraphprocedural production of graphs and charts.Rational curriculum content covered:Response boxGrouped• Describe, interpret and compare observed distributions of a single variable through a appropriate graphical representation involving discrete, continuous and grouped data; and appropriate appropriate topporgiste toples, continuous and grouped data; and appropriate graphical representation involving discrete, continuous and grouped data; and appropriate graphical representation involving discrete, continuous and grouped data; and appropriate graphical representation involving discrete, continuous and grouped data; and tarks.BiasedBiasedWe know that breaking the curriculum down into small manageable steps should help students to understand concepts better. As a result, for each block of content in the scheme of learning we have provided the following 'small step' breakdown for this unit as follows:ComparisonAverageLesson One - Set up a statistical enquipEsson flore - Draw and interpret pictograms, bar chartsFie ChartDistributionLesson Flore - Draw and interpret multiple bar chartsEsson flore - Compare distributions or
many of the charts and graphs in his block have been used in year 7 and earlier in year 8. A tracks of the second of the proportion of data is also explore when graphs mayebe misleading, an important real-life consideration. Collection of data is also explore when graphs mayebe misleading, and important real-life consideration. Collection of data is also explore when graphs mayebe misleading. Sample comparison and proportion of graphs and charts. The ext block through an extended projects a students become aware of the pitfolls and difficulties of data collection and interpretation as well as the procedural production of graphs and charts. National curriculum content covered:  Describe, interpret and compare observed distributions of a single variable through appropriate graphical representation involving discrete, continuous and grouped data; and appropriate graphical representation involving discrete, continuous and grouped data; and appropriate measures of central tendency (mean, mode, median) and spread (range, constitution of uniters)  Construct and interpret appropriate tables, charts and diagrams, including frequency tables, bar charts, pie charts, and pictograms for categorical data, and vertical line (or bar) charts for ungrouped numerical data.  We know that breaking the curriculum down into small manageable steps should help students to understand concepts better. As a result, for each block of content in the scheme of learning we have provided the following 'small step' breakdown for this unit as follows: Lesson five - Draw and interpret pictograms, bar charts and vertical line charts Lesson five - Draw and interpret grouped quantitative data Lesson five - Draw and interpret grouped quantitative data Lesson file - Charts distributions using charts Lesson five - Charts and interpret grouped quantitative data Lesson file - Charts distributions using charts Lesson five - Draw and interpret fine graphs Lesson five - Charts and interpret grouped quantitative data Lesson fite - Charts distributions of a g
an important real-life consideration. Collection of data is also covered, including designing and an important real-life consideration. Collection of data is also covered, including designing and delivering these steps (and some of those in the next block) through an extended project so students become aware of the piffalls and difficulties of data collection and interpretation as well as the procedural production of graphs and charts. National curriculum content covered: • Describe, interpret and compare observed distributions of a single variable through appropriate measures of central tendency (mean, mode, median) and spread (range, consolidation of outliers) • Construct and interpret appropriate tables, charts and diagrams, including frequency tables, bar charts, pie charts, and pictograms for categorical data, and vertical line (or bar) charts for ungrouped numerical data. We know that breaking the curriculum down into small manageable steps should help students to understand concepts better. As a result, for each block of content in the scheme of learning we have provided the following 'small step' breakdown for this unit as follows: Lesson five - Draw and interpret propriorite dargans. Lesson five - Draw and interpret pie charts Lesson file - Romose the mast appropriate daigram for given set of data Lesson file - Romose the mast appropriate daigram for given set of data Lesson file - Romose the most appropriate daigram for given set of data Lesson file - Romose the most appropriate daigram for given set of data Lesson file - Romose the most appropriate daigram for given set of data Lesson file - Romose the most appropriate daigram for given set of data Lesson file - Romose the most appropriate daigram for given set of data Lesson file - Romose the most appropriate daigram for given set of data Lesson file - Romose the most appropriate daigram for given set of data Lesson fil
criticiang questionnaires. As we are covering the elements of the data cycle, it may be worth delivering these steps (and some of those in the next block) through an extended project so students become aware of the pitfalls and difficulties of data collection and interpretation as well as the procedural production of graphs and charts.QuestionsScatterNational curriculum content covered:Pescribe, interpret and compare observed distributions of a single variable through appropriate graphical representation involving discrete, continuous and grouped data; and appropriate measures of central tendency (mean, mode, median) and spread (range, consolidation of outliers)BioseddataConstruct and interpret appropriate tables, bar charts, pie charts, and pictograms for categorical data, and vertical line (or bar) charts for ungrouped numerical data.Discrete tallyContinuousWe know that breaking the curriculum down into small manageable steps should help students to understand concepts better. As a result, for each block of content in the scheme of learning we have provided the following 'small step' breakdown for this unit as follows:Multiple bar chartRange ScaleLesson Nev - Design and cifticie questionnaires Lesson Nev - Draw and interpret pie charts lesson Steven - Choose the most appropriate diagram for given set of data Lesson Steven - Indentifyer this using charts Lesson Steven - Identify misleading graphsPie chartPie ChartDistributionItelenetwing/Extension of previous work . Revisit linding the range.Distribution therare sof the curriculumMultiple bar charts Multiple bar chartsMultiple bar chartWe know that breaking the curriculum down into small manageable steps should help students to und
delivening these steps (and some of those in the next block) through an extended project so students       Decigin       graph         procedural production of graphs and charts.       Multiple choice       Bivariate         National curriculum content covered:       Response box       Grouped         • Describe, interpret and compare observed distributions of a single variable through appropriate graphical representation involving discrete, continuous and grouped data; and appropriate measures of central tendency (mean, mode, median) and spread (range, consolidation of outliers)       Biased       data         • Construct and interpret appropriate tables, charts and diagrams, including frequency tables, bar charts, pie charts, and pictograms for categorical data, and vertical line (or bar) charts for ungrouped numerical data.       Tally       Continuous         We know that breaking the curriculum down into small manageable steps should help students to understand concepts better. As a result, for each block of content in the scheme of learning we have provided the following 'small step' breakdown for this unit as follows:       Multiple bar chart       Range         Lesson Thre - Draw and interpret pictograms, bar charts and vertical line charts       Firequency       Key       Comparison         Lesson Six - Draw and interpret tine graphs       Lesson four.       Draw and interpret pictograms, bar charts and vertical line charts       Firequency       Key       Compare         Lesson Thre - Draw and interpret pictograms, bar charts       Fie Chart       Distribution       <
Notice of the production of graphs and charts.National curriculum content covered:Response boxGrouped• Describe, interpret and compare observed distributions of a single variable through appropriate graphical representation involving discrete, continuous and grouped data; and appropriate measures of central tendency (mean, mode, median) and spread (range, consolidation of outliers)Biaseddata• Construct and interpret appropriate tables, charts and diagrams, including frequency tables, bar charts, pie charts, and pictograms for categorical data, and vertical line (or bar) charts for ungrouped numerical data.PictogramFrequency Bar chartdiagramWe know that breaking the curriculum down into small manageable steps should help students to understand concepts better. As a result, for each block of content in the scheme of learning we have provided the following 'small step' breakdown for this unit as follows:Multiple bor chartRangeLesson Thre - Draw and interpret pictograms, bar charts Lesson Fwo - Design and crifticie questionnairesKeyComparisonAverageLesson Six - Draw and interpret pictograms, bar charts Lesson Six - Draw and interpret grouped quantitative dataFred unnyMisleedLesson Six - Draw and interpret the range Lesson Fwo - Identify misleading graphsFred unnyMisleedLesson Fie - Compare distributions using chartsFull turnMisleedLesson Fie - Compare distributions using chartsFull turnMisleedLesson Fie - Row and interpret the rangeFull turnMisleedLesson Fie - Compare distributions using chartsFull turnMisleedLesson Fie
National curriculum content covered:Response boxGrouped• Describe, interpret and compare observed distributions of a single variable through appropriate graphical representation involving discrete, continuous and grouped data; and appropriate measures of central tendency (mean, mode, median) and spread (range, consolidation of outliers)PictogramFrequency Bar chartdiagram• Construct and interpret appropriate tables, charts and diagrams, including frequency tables, bar charts, pie charts, and pictograms for categorical data, and vertical line (or bar) charts for ungrouped numerical data.Nultiple bar chartRangeWe know that breaking the curriculum down into small manageable steps should help students to understand concepts better. As a result, for each block of content in the scheme of learning we have provided the following 'small step' breakdown for this unit as follows:Multiple bar chartRangeLesson One - Set up a statistical enquiry Lesson Thre - Draw and interpret pic charts Lesson Five - Draw and interpret pic charts Lesson Six - Draw and interpret pic charts Lesson Six - Draw and interpret pic darts Lesson Six - Draw and interpret pic darts Lesson Six - Draw and interpret the range Lesson Five - Choose the most appropriate diagram for given set of data Lesson File - Chart diadritery the range Lesson File - Find and interpret the range Lesson File - Compare distributions using charts Lesson File - File and and interpret the range Lesson File - Identify misleading graphsMathematical questioning should be designed to unpick the structure of the maths and deeper the student's understanding. When student's understanding. When student's understanding. When student's understanding. When student's understanding. File Chart Singer Da
<ul> <li>Describe, interpret and compare observed distributions of a single variable through appropriate graphical representation involving discrete, continuous and grouped data; and appropriate graphical representation involving discrete, continuous and grouped data; and appropriate graphical representation involving discrete, continuous and grouped data; and papropriate graphical representation involving discrete, continuous and grouped data; and papropriate graphical representation involving discrete, continuous and grouped data; and papropriate graphical representation involving discrete, continuous and grouped data; and paperopriate graphical representation involving discrete, continuous and grouped data; and paperopriate data; and paperopriate data, and vertical line (or bar) charts for ungrouped numerical data.</li> <li>We know that breaking the curriculum down into small manageable steps should help students to understand concepts better. As a result, for each block of content in the scheme of learning we have provided the following 'small step' breakdown for this unit as follows:</li> <li>Lesson One - Set up a statistical enquiry</li> <li>Lesson Three - Draw and interpret propriate diagram for given set of data</li> <li>Lesson Site - Draw and interpret grouped quantitative data</li> <li>Lesson Site - Choose the most appropriate diagram for given set of data</li> <li>Lesson Site - Find and interpret grouped quantitative data</li> <li>Lesson Tiee - Identify misleading graphs</li> <li>Lesson Tiee - Identify misleading graphs</li> <li>Line graph</li> <li>Lines to data collection and representation in other areas of the curriculum</li> </ul>
<ul> <li>Distribution interpret and propriate graphical representation involving discrete, continuous and grouped data; and appropriate measures of central tendency (mean, mode, median) and spread (range, consolidation of outliers)</li> <li>Construct and interpret appropriate tables, charts and diagrams, including frequency tables, bar charts, pie charts, and pictograms for categorical data, and vertical line (or bar) charts for ungrouped numerical data.</li> <li>We know that breaking the curriculum down into small manageable steps should help students to understand concepts better. As a result, for each block of content in the scheme of learning we have provided the following 'small step' breakdown for this unit as follows:</li> <li>Lesson Two - Design and criticise questionnaires</li> <li>Lesson Five - Draw and interpret pictograms, bar charts and vertical line charts</li> <li>Lesson Five - Draw and interpret pictograms, bar charts and vertical line charts</li> <li>Lesson Five - Draw and interpret pictograms, bar charts and vertical line charts</li> <li>Lesson Five - Draw and interpret pictograms, bar charts and vertical line charts</li> <li>Lesson Five - Draw and interpret pictograms, bar charts and vertical line charts</li> <li>Lesson Five - Draw and interpret pictograms, bar charts and vertical line charts</li> <li>Lesson Five - Draw and interpret pictograms, bar charts and vertical line charts</li> <li>Lesson Five - Draw and interpret pictograms for given set of data</li> <li>Lesson Five - Choose the most appropriate diagram for given set of data</li> <li>Lesson Five - Identify misleading graphs</li> <li>Line graph</li> <li>Line Graph<!--</th--></li></ul>
appropriate measures of central tendency (mean, mode, median) and spread (range, constituct and interpret appropriate tables, charts and diagrams, including frequency tables, bar charts, pie charts, and pictograms for categorical data, and vertical line (or bar) charts for ungrouped numerical data.Bar chartdiagramWe know that breaking the curriculum down into small manageable steps should help students to understand concepts better. As a result, for each block of content in the scheme of learning we have provided the following 'small step' breakdown for this unit as follows:Multiple bar chartRangeLesson One - Set up a statistical enquiry Lesson Twe - Draw and interpret pictograms, bar chartsComparisonAverageLesson Fure - Draw and interpret pictograms, bar chartsKeyComparisonLesson Fure - Choose the most appropriate diagram for given set of data Lesson Fure - Identify misleading graphsFractionBreken axisLesson Fure - Identify misleading graphsFractionDifferenceLesson Fure - Identify misleading graphsFractionDifferenceLesson Fure - Identify misleading graphsMathematical questioning should be designed to unpick the structureLesson Fure - Identify misleading graphsMathematical questioning should be designed to unpick the structureLesson Fure - Identify misleading graphsMathematical questioning should be designed to unpick the structureLesson Fure - Identify misleading graphsMathematical questioning whole be designed to unpick the structureLesson Fure - Identify misleading graphsMathematical questioning whole be designed to unpick the structureLinks to data collection and r
<ul> <li>Construct and interpret appropriate tables, charts and diagrams, including frequency tables, bar charts, pie charts, and pictograms for categorical data, and vertical line (or bar) charts for ungrouped numerical data.</li> <li>We know that breaking the curriculum down into small manageable steps should help students to understand concepts better. As a result, for each block of content in the scheme of learning we have provided the following 'small step' breakdown for this unit as follows:</li> <li>Lesson One - Set up a statistical enquiry</li> <li>Lesson Two - Design and criticize questionnaires</li> <li>Lesson Thre - Draw and interpret pictograms, bar charts and vertical line charts</li> <li>Lesson Five - Draw and interpret pictograms, bar charts and vertical line charts</li> <li>Lesson Six - Draw and interpret pic charts</li> <li>Lesson Six - Draw and interpret grouped quantitative data</li> <li>Lesson Thre - Chopse the most appropriate diagram for given set of data</li> <li>Lesson Ter - Compare distributions using charts</li> <li>Lesson Ter - Compare distribu</li></ul>
• Construction       Tally       Continuous         bar charts, pie charts, and pictograms for categorical data, and vertical line (or bar) charts for ungrouped numerical data.       Tally       Continuous         We know that breaking the curriculum down into small manageable steps should help students to understand concepts better. As a result, for each block of content in the scheme of learning we have provided the following 'small step' breakdown for this unit as follows:       Multiple bar chart       Range         Lesson One - Set up a statistical enquiry       Comparison       Average         Lesson Two - Design and cifticise questionnaires       Key       Comparison       Average         Lesson Two - Draw and interpret multiple bar charts       Pie Chart       Distribution         Lesson Six - Draw and interpret pic charts       Fraction       Broken axis         Lesson Six - Draw and interpret grouped quantitative data       Proportion       Difference         Lesson Six - Draw and interpret the range       Line graph       Line graph         Lesson File - Represent and interpret grouped quantitative data       Proportion       Difference         Lesson File - Represent and interpret grouped quantitative data       Proportion       Difference         Lesson File - Compare distributions using charts       File Chart       Difference         Lesson File - Represent and interpret the range       Proportion       Difference
for ungrouped numerical data.FrequencyIntervalsWe know that breaking the curriculum down into small manageable steps should help students to understand concepts better. As a result, for each block of content in the scheme of learning we have provided the following 'small step' breakdown for this unit as follows:Multiple bar chartRangeLesson One - Set up a statistical enquiry Lesson Two - Design and criticise questionnairesComparisonAverageLesson Three - Draw and interpret pictograms, bar charts and vertical line chartsFreactionBroken axisLesson Fur - Draw and interpret multiple bar chartsPie ChartDistributionLesson Five - Draw and interpret tine graphsFractionBroken axisLesson Six - Draw and interpret grouped quantitative dataFroutMultiple bar chartsLesson Eight - Represent and interpret grouped quantitative dataProportionDifferenceLesson Five - Itend and interpret the rangeLine graphLine graphLesson Eleven - Identify misleading graphsMathematical questonning, when student's understanding. When student's understanding. When students talk about mathematical concepts, the should develop the with mathematical longuage that
We know that breaking the curriculum down into small manageable steps should help students to understand concepts better. As a result, for each block of content in the scheme of learning we have provided the following 'small step' breakdown for this unit as follows:Multiple bar chartRangeLesson One - Set up a statistical enquiry Lesson Two - Design and criticise questionnaires Lesson Three - Draw and interpret pictograms, bar charts and vertical line chartsComparisonAverageLesson Five - Draw and interpret pictograms, bar charts and vertical line chartsFie ChartDistributionLesson Five - Draw and interpret pictograms, bar charts and vertical line chartsFractionBroken axisLesson Five - Draw and interpret pictograms, bar charts and vertical line chartsFractionBroken axisLesson Five - Draw and interpret pictograms, bar chartsFull turnMilleadLesson Five - Draw and interpret graphsFull turnMilleadLesson Six - Draw and interpret line graphsFull turnMilleadLesson Fine - Choose the most appropriate diagram for given set of dataProportionDifferenceLesson Fine - Compare distributions using chartsLesson Five - Identify misleading graphsMathematical question in should be designed to unpick the structure of the maths and deepen the student's understanding. When student's understanding. When student's understanding. When student's turdet's understanding. When student's understanding. When studen
understand concepts better. As a result, for each block of content in the scheme of learning we have provided the following 'small step' breakdown for this unit as follows:ScaleSpreadLesson One - Set up a statistical enquiry Lesson Two - Design and criticise questionnaires Lesson Three - Draw and interpret pictograms, bar charts and vertical line chartsComparisonAverageLesson Four - Draw and interpret pictograms, bar charts and vertical line chartsPie ChartDistributionLesson Five - Draw and interpret pic charts Lesson Six - Draw and interpret pie charts Lesson Six - Draw and interpret grouped quantitative data Lesson Eight - Represent and interpret grouped quantitative data Lesson Find and interpret the range Lesson Find and interpret the range Lesson Fier - Compare distributions using charts Lesson Eleven - Identify misleading graphsMathematical questioning should be designed to unpick the structure of the maths and deepen the student's understanding. When student's understanding. When student's understanding. When students talk about mathematical concepts, they should develop the vital mathematical language that
Notice provided the following 'small step' breakdown for this unit as follows:AxesConsistentLesson One - Set up a statistical enquiryComparisonAverageLesson Two - Design and criticise questionnairesKeyCompareLesson Three - Draw and interpret pictograms, bar charts and vertical line chartsPie ChartDistributionLesson Five - Draw and interpret pic chartsFractionBroken axisLesson Six - Draw and interpret line graphsFull turnMisleadLesson Six - Draw and interpret grouped quantitative dataProportionDifferenceLesson Fier - Chonpare distributions using chartsLine graphLine graphLesson Fier - Identify misleading graphsMathematical questioning should be designed to unpick the structure of the maths and deepen the student's understanding. When student's understanding. When students talk about mathematical concepts, they should develop the vital mathematical longuage that
Lesson One - Set up a statistical enquiryComparisonAverageLesson Two - Design and criticise questionnairesKeyCompareLesson Three - Draw and interpret pictograms, bar charts and vertical line chartsPie ChartDistributionLesson Four - Draw and interpret multiple bar chartsFractionBroken axisLesson Six - Draw and interpret line graphsFull turnMisleadLesson Seven - Choose the most appropriate diagram for given set of dataProportionDifferenceLesson Nine - Find and interpret the rangeLine graphLine graphLesson Eleven - Identify misleading graphsMathematical question in other areas of the curriculumMathematical question in other areas of the curriculum. Revisit finding the range.Links to data collection and representation in other areas of the curriculumstudent's understaal anguage that
Lesson Two - Design and chincise question holdesKeyCompareLesson Three - Draw and interpret pictograms, bar charts and vertical line chartsPie ChartDistributionLesson Five - Draw and interpret pic chartsFractionBroken axisLesson Six - Draw and interpret line graphsFull turnMisleadLesson Seven - Choose the most appropriate diagram for given set of dataProportionDifferenceLesson Nine - Find and interpret the rangeLine graphLine graphLesson Eleven - Identify misleading graphsMathematical questioning should be designed to unpick the structure of the maths and deepen the student's understanding.Mathematical longuage that to the both the to the both to t
Lesson Four - Draw and interpret multiple bar chartsPie ChartDistributionLesson Five - Draw and interpret pie chartsBroken axisLesson Six - Draw and interpret line graphsFractionBroken axisLesson Seven - Choose the most appropriate diagram for given set of dataFull turnMisleadLesson Eight - Represent and interpret grouped quantitative dataProportionDifferenceLesson Ten - Compare distributions using chartsLesson Ten - Compare distributions using chartsHathematical questroing shouldLesson Eleven - Identify misleading graphsInterpretion of previous workMathematical questroing should be designed to unpick the structure of the maths and deepen the student's understanding. When students talk about mathematical concepts, they should develop the vital mathematical language that
Lesson Five - Draw and interpret pie charts       Fraction       Broken axis         Lesson Six - Draw and interpret line graphs       Full turn       Mislead         Lesson Eight - Represent and interpret grouped quantitative data       Proportion       Difference         Lesson Ten - Compare distributions using charts       Lesson Ten - Compare distributions using charts       Mathematical questioning should be designed to unpick the structure of the maths and despen the structure of the maths and despen the structure of the maths and despen the student's understanding. When students talk about mathematical concepts, they should develop the vital mathematical inguage that
Lesson Six - Draw and interpret line graphs       Full turn       Mislead         Lesson Seven - Choose the most appropriate diagram for given set of data       Proportion       Difference         Lesson Right - Represent and interpret grouped quantitative data       Proportion       Difference         Lesson Ten - Compare distributions using charts       Lesson Eleven - Identify misleading graphs       Mathematical questioning should be designed to unpick the structure of the maths and deepen the student's understanding. When student's understanding. When students talk about mathematical concepts, they should develop the vital mathematical language that when the matical language that when the matical language that when the matical language that when the students in the students when the matical language that when the students whence the student
Lesson Eight - Represent and interpret grouped quantitative data       Proportion       Difference         Lesson Nine - Find and interpret the range       Line graph         Lesson Ten - Compare distributions using charts       Mathematical questioning should be designed to unpick the structure of the maths and deepen the student's understanding. When student's understanding. When students talk about mathematical concepts, they should develop the vital mathematical language that whether the student's understanding.
Lesson Nine - Find and interpret the range       Line graph         Lesson Ten - Compare distributions using charts       Mathematical questioning should be designed to unpick the structure of the maths and deepen the student's understanding. When student's understanding. When students talk about mathematical concepts, they should develop the vital mathematical language that is the student to
Lesson len - Compare distributions using charts       Mathematical questioning should be designed to unpick the structure of the maths and deepen the student's understanding. When students talk about mathematical concepts, they should develop the vital mathematical language that the structure of the students talk about mathematical concepts. They should develop the vital mathematical language that the structure of the str
<ul> <li>Interleaving/Extension of previous work</li> <li>Revisit finding the range.</li> <li>Links to data collection and representation in other areas of the curriculum</li> <li>When students talk about mathematical concepts, they should develop the vital mathematical language that</li> </ul>
<ul> <li>Interleaving/Extension of previous work</li> <li>Revisit finding the range.</li> <li>Links to data collection and representation in other areas of the curriculum</li> <li>Interleaving/Extension of previous work</li> <li>of the maths and deepen the student's understanding. When students talk about mathematical concepts, they should develop the vital mathematical language that the there extends to the math and the previous of the maths and deepen the student's understanding. When students talk about mathematical concepts, they should develop the vital mathematical language that the previous of the math and the previous of the maths and deepen the student's understanding.</li> </ul>
<ul> <li>Revisit finding the range.</li> <li>Links to data collection and representation in other areas of the curriculum</li> <li>students talk about mathematical concepts, they should develop the vital mathematical language that</li> </ul>
concepts, they should develop the vital mathematical language that
neips them explain their ideas tully.
Students are expected and
encouraged to use terminology
feedback and in written content.
What prior learning supports understanding of this content?         How does this content link to future learning?
Interpret and present discrete and continuous data using     Revisit the median and mean, including finding the total given the     magn
pictograms, and time graphs. Find the mean of grouped data.
Complete, read and interpret information in tables,     Work out the mode and modal class.     Chaosa the appropriate guarage
<ul> <li>Interpret and construct pie charts and line graphs and use</li> <li>Comparing distributions using measures.</li> </ul>
these to solve problems.  Peading: Where in the unit are students supported to read Writing: Independent writing tasks and how they are structured
complex academic text? • Using the correct subject specific terminology for numbers and
<ul> <li>Reading and understanding mathematical questions and problems' – teacher input</li> <li>symbols – examination papers, class books.</li> <li>Responding to questions that ask for an explanation or a reason –</li> </ul>
<ul> <li>Decoding complex examination questions - explain what</li> <li>examination papers, class books.</li> </ul>
<ul> <li>they are asking the student to do' – teacher input.</li> <li>Following instructions to solve problems - break down the</li> <li>Self-evaluation, reviewing, reflecting and analysis of own work –, class books, personalised learning checklists and analysis</li> </ul>
tasks – teacher input. • Creating notes that can be used later for revision purposes - class
<ul> <li>Recognising terminology, numbers, and symbols.</li> <li>Becognising patterns and relationships in mathematics.</li> </ul>

## Key assessments:

## How will students review the information learned?

## End of block assessments.

End of block assessments provide a quick progress check at the end of each block of learning to make sure students have understood the content covered.

A Core paper – it is envisaged that all students will take this paper, to provide a direct comparison with the performance of the rest of the cohort. All topics from each term will be covered, and the use of a calculator is expected.

## End of term assessments.

material with more straightforward questions. Non calculator paper.

A Higher paper – students who are working at or above national expectations will have the opportunity to tackle more challenging questions on the same material, plus the extra objectives indicated as "Higher" in our scheme of learning. Non calculator paper. How will feedback be seen?

Personalised learning checklists for end of term assessments identifying strengths and areas of development.

Written teacher feedback and marking in compliance with faculty and College Marking Policies. Student responses to marking.

Students self-mark using purple pen. Verbal feedback given every lesson from teacher and peers as appropriate. Teacher and student self-assessment of presentation of class books will be completed to ensure written work is of high standard and students are achieving their potential.