



## Knowledge Rich Curriculum Plan

Year 8 Support – Data and Statistics 2



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Lesson objective	Intended Knowledge:	Tiered Vocabulary	Prior Knowledge:	Steps to Success	Feedback
To be seen to see the see	6. 1	Distance in the second		Character Conserved Laborated Print	
To learn how to draw and	• Students will know how to complete a	Pictogram – a chart that uses	Students need to know how to	Steps to Success – Interpreting Pictograms	
interpret pictograms.	pictogram given numerical values.	pictures to represent data	complete and interpret a tally	1. Look at the Key	
	Students will know how to use the key to		chart.	The key shows what one picture or symbol stands for.	
	find frequency values from a pictogram.			Example: = 2 apples	
				If there is half a picture, it means half the value.	
	Students will know how to interpret the			1	
	data within a pictogram to answer simple			2. Count the Pictures	
	questions.			Count how many full pictures and half pictures are shown.	
	Opportunity for challenge:			3. Do the Maths	
	• Students will know how to draw a key for a			Multiply the number of pictures by the value in the key.	
	pictogram.			Then follow what the question asks (e.g. find the total, the biggest, or	
	pictogram.			, , , , , , , , , , , , , , , , , , , ,	
				the difference).	
				Steps to Success - Drawing Pictograms	
				1. Collect Your Data - Gather the information or numbers you want to	
				show in your pictogram.	
				2. Choose a Symbol - Pick a simple picture or shape to represent your	
				data (e.g. a circle, star, or smiley face).	
				Make sure it's easy to draw and repeat.	
				3. Decide on a Key - Choose how much each symbol is worth (e.g. 1	
				symbol = 5 items). Use half symbols if needed to represent smaller	
				values.	
				4. Draw a Title - Add a title at the top to explain what the pictogram	
				shows.	
				<b>5. Label Each Row</b> - Write the name or category for each row (e.g.	
				Apples, Bananas, Oranges).	
				<b>6. Draw the Symbols</b> - For each row, draw the correct number of	
				symbols based on your data and key.	
				7. Include the Key - Add the key clearly at the bottom or side of your	
				pictogram so others know what each symbol means.	
To learn how to draw stem	Students will know to draw stem and leaf	Stem and Leaf Diagram — a	<ul> <li>Students need to know how to</li> </ul>	Steps to Success - Drawing	
and leaf diagrams.	diagrams by splitting the tens and units	diagram where each data	order numbers.	Step 1: Work out what 'stems' you need. The 'stems' are all of the	
	column. The tens column becomes the	value is split into a "leaf"	Students need to know how to	digits that make up the beginning of a number except for the last digit.	
	'stem' and the units become the 'leaf'.			1	
		(usually the last digit) and a	identify the value of a digit	E.g. the number 31 has a stem of 3 and a leaf of 1.	
	Students will know that stem and leaf	"stem" (the other digits)	within a number.	<b>Step 2:</b> Draw a vertical line and list the stem numbers to the left of the	
	diagrams must be in order to read them			line in order from smallest to largest.	
	properly.			Step 3: Fill in the leaves by listing them in order after their respective	
	<ul> <li>Students will know that stem and leaf</li> </ul>			stem. The leaves are the last digit of each number in the data set. If	
	diagrams require a key so that the data can			_	
	be interpreted correctly.			there is more than one of the same numbers then you must list the leaf	
	Semicipieted correctly.			however many times it appears.	
				Step 4: You must then provide a key explaining how to interpret your	
				stem and leaf diagram.	
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Sequence		<ul> <li>Students will know that they must use the</li> </ul>		<ul> <li>Students need to know how to</li> </ul>	Steps to Success - Interpreting	
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a stem and leaf diagram.  Students will know too to find how many pieces of data are above or below or certain values.  Opportunity for challenges.  Students will know how to independ and in some step of control of the standard diagram.  To learn how to draw pie charts.  Students will know that we use a pie chart for expressing a part to whole relationship in a visual way which makes it say to compare results.  Students will know how to interpret simple pie charts using simple fractions and discrete continuite of the stress of the control of a circular studies will know thou to construct pie charts for categorical data and discrete continuite during pie charts.  To learn how to interpret simple pie charts using simple fractions and discrete continuite and discrete continuite and large and the studies of the standard discrete continuite and large and the standard discrete control of a circular statistical graphic which is divided into sites to illustrate numerical proportion.  Students will know that we use a pie chart for expressing a part to whole relationship in a visual way which makes it easy to compare results.  Students will know how to construct pie charts for categorical data and discrete continuite data.  To learn how to interpret simple pie charts using simple fractions and percentages such as a half or 25%.  Students will know how to infind the mode from a pie chart.  Students will know how to infind the mode from a pie chart.  Students will know how to infind the foreign control of a circle endosed by the vote find the control of a circle endosed by the vote find the control of the circle you have for your pie chart and draw and sector.  Sep 3: Liabely our pie number of degrees or cach group on your pie chart and draw and beautiful too half the total frequency that the pie chart.  Sep 3: Liabely our pie chart appropriately.  Step 3: Liabely our pie chart frequency from the total frequency from a pie chart.  Sep 3: Liabely our pie chart some dight left the walue of the ties to not the circle you have		leaf diagram, e.g. $3 7 = 37$ and not just 7.			Step 1 – Identify the smallest and largest value in your stem and leaf	
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with values in a real-life context and use		Students will know how to compare angles				
		with values in a real-life context and use				
this to calculate the values of other angles		this to calculate the values of other angles				



	The Sutton Academy					
Lesson objective	Intended Knowledge:	Tiered Vocabulary	Prior Knowledge:	Steps to Success	Feedback	
	or find the angles of other values.					
To learn how to draw	Students will know how to draw scatter	Scatter Graph – a type of mathematical diagram using	Students need to know how to			
scatter graphs.	graphs from given data values.	coordinates to display values	plot and read coordinates.			
	Students will know how to finish a scatter	for two variables				
	graph that has been partially completed.	Tot two variables				
	<ul> <li>Students will know how to draw a line of best fit.</li> </ul>					
	best fit.					
To learn how to interpret	Students will know if the data has positive	Outlier – An outlier is a data	Students need to know how to	Correlation		
scatter graphs.	correlation, negative correlation or no	point that is significantly	plot a scatter graph.	When two sets of data are strongly linked together, we say they have		
Seatter graphis	correlation.	different from the rest of the	Students will know how to	a High Correlation.		
	Students will know how to describe the	data in a dataset. It lies far	draw a line of best fit.	Correlation is <b>Positive</b> when the values <b>increase</b> together,		
	relationship between the two variables on a	outside the typical range of	draw a line of best fit.	and		
	scatter graph.	the data.		Correlation is <b>Negative</b> when one value <b>decreases</b> as the		
	Students will know that an outlier is a data			other increases		
	point which falls outside the normal range	<b>Correlation</b> – a relationship between two variables.		Line of best fit		
	of data.			The line of best fit is used to express a relationship in a scatter plot of		
	<ul> <li>Students will know how to identify outliers</li> </ul>			different data points. It is also a way for us to predict or estimate values		
	on a scatter graph.			using the trends in the data. The line of best fit will be different for		
	Opportunity for challenge:			everyone, but it must:		
	<ul> <li>Students will know how to use their line of</li> </ul>			<ul> <li>Go through as many points as possible</li> </ul>		
	best fit to estimate values from a scatter			Follow the trend of the data		
	graph.			Have an equal amount of points, or close to equal, either		
				side of the line		
				Not go through (0,0)		
		N	/lini-Assessment 13			