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| **Year 10 Term 3.2 - Maths** | |  | | | | | |
| **Enquiry Question: What does frequency have to do with racial inequality?** | | | | | | | |
| **Unit title: Frequency**  **Why now?** This unit reviews and builds on **Collecting and representing data** from **Year 7** and **Averages and Spread** from **Year 9**. Following on from this is A Level Maths and Core Maths which focus more on interpretation and context. | | | | | | | |
| **Knowledge**  Students will know about… | **Application/Skills**  Students will be able to… | | **Vocabulary**  *(Tier 2 and 3)* | **Home**  **Learning** | **Assessment** | **Extra Resources**  **Extended Reading** | **Cultural Capital** |
| 1. Ways of counting 2. Use and abuse of data and statistics 3. Frequency tables and ways to represent frequency in charts and graphs 4. Calculating averages and spread from frequency tables 5. Grouped frequency tables, classes and class intervals 6. Calculating average and spread from grouped frequency tables 7. (extension) Frequency distributions- symmetry and skew 8. (extension) Cumulative frequency diagrams, frequency density and histograms | 1. Understand why data is important. 2. Draw and interpret tables. 3. Calculate and interpret averages from a table. 4. Describe distributions. | | ***Tier 2***  Sampling  Interpret  Visualisations  skewed  ***Tier 3***  Pictograms  Frequency  Line charts  Mean  Mode  Median | **Pre-classroom:**  Pre-lesson tasks on **google classroom** to get you thinking.  Diagnostic questions  **Post-Classroom:**  Post lessons online tasks:   * My Maths * Google Form Quizzes * Independent learning notes | Summative Assessment at the end of T3. | **Enrichment:**  Take the Gapminder test  to see what you know about data about the world. Explore the wonderful site to learn more! <https://www.gapminder.org/> | **Cultural Capital:**  Read the book:  “Why I am no longer talking to white people about race”.  How do issues of race affect us in the UK? |
| **Numeracy**  Product  Sum  Total  Add  Subtract  Difference |