


Subject	Year	Month	
Mathematics	10	September	
<b>Topic:</b>			
<b>Scatter graphs</b>			3 lessons
Content (Intent)			
<b>Prior Learning</b>		<b>Future Learning</b>	
Year 9 Scatter graphs December			
<b>Objectives</b>			
<ul style="list-style-type: none"> <li>• Draw and interpret scatter graphs;</li> <li>• Interpret scatter graphs in terms of the relationship between two variables;</li> <li>• Draw lines of best fit by eye, understanding what these represent;</li> <li>• <b>Identify outliers and ignore/explain them on scatter graphs;</b></li> <li>• Use a line of best fit, or otherwise, to predict values of a variable given values of the other variable;</li> <li>• <b>Distinguish between positive, negative and zero correlation using lines of best fit, and interpret correlation in terms of the problem;</b></li> <li>• <b>Understand that correlation does not imply causality, and appreciate that correlation is a measure of the strength of the association between two variables and that zero correlation does not necessarily imply 'no relationship' but merely 'no linear correlation';</b></li> <li>• <b>Use the line of best fit make predictions; interpolate and extrapolate apparent trends whilst knowing the dangers of so doing.</b></li> </ul>			
<b>Pedagogical notes (implementation)</b>		<b>How will understanding be assessed &amp; recorded (Impact)</b>	
Students need to be constantly reminded of the importance of drawing a line of best fit. A possible extension includes drawing the line of best fit through the mean point (mean of $x$ , mean of $y$ ).		<b>End of half term</b> Assessment in Dec <b>End of Year</b> Mocks in April	
		<b>How can parents help at home?</b>	
		<b>MathsWatch clips (Qualification GCSE)</b> 129	
<b>Further reading/discussion</b>			
<b>Reading / Enrichment</b>	<b>Literacy</b>	<b>Numeracy Links</b>	<b>Careers Links</b> Scientist Medical Researcher Statistician