

Patterns & Data

Big question: What does the data show, and what does it not show?

THE FINAL ASSESSMENT

A 180–220 word written data report based on two unseen Geography data displays.

Written only · **20 min** guided exploration and annotation · **30 min** independent writing · **10 min** self-check and improve

FIVE CRITERIA (STUDENT-FACING MEANING)

C1	Describe the main findings	Identify and accurately describe the most important patterns or trends.
C2	Use data as evidence	Choose useful figures and percentages from both graphs to support the report.
C3	Make careful conclusions	Explain what the data suggests without claiming more than the graphs support.
C4	Organise the report clearly	Put ideas in a clear order so the report is easy to follow.
C5	Use clear data language	Use suitable language for trends, quantities, comparisons and certainty.

HOW THE UNIT IS BUILT

PART 1 · L1–4 Read and describe	Read displays, judge survey questions, turn numbers into sentences, describe trends.
PART 2 · L5–7 Judge and interpret	Choose the best display, test claims against evidence, combine a spoken briefing with a graph.
PART 3 · L8–12 Write the report	Results paragraph, spoken model to written report, guided practice, assessment, feedforward.

Planning rule: not every lesson rehearses the final report. The unit builds broader data literacy first, then brings the strands together more explicitly in Lessons 8–10.

VOCABULARY AT A GLANCE

40 data words from the Vocabulary book, taught in Lessons 1–8 (see the recycling map)

16 words used in four or more later lessons

Lessons 9–12 teach no new words. They recycle.

Lesson by lesson

What each lesson teaches, which vocabulary it introduces, and which earlier words it brings back.

Lesson	Content objective	Language objective	New words	Earlier words in the materials	Criteria	Evidence of success
L1 Reading data displays	Identify what different data displays show and explain how titles, labels, axes and scales help us read them.	Use simple reporting language such as shows, represents and indicates to explain what a display tells us and one thing it cannot tell us.	data · display · feature · axis · scale · label · represent · indicate	—	C1 ● C3 ○ C5 ●	Learner can read a new simple display and produce an accurate statement without relying on teacher interpretation.
L2 Good questions, good data	Judge whether a survey question is likely to produce useful data and improve a weak question.	Use because and evaluative language to explain why a question is useful, unclear, too broad or unsuitable.	classify · survey · specific · neutral · appropriate · useful	data · display	C2 ○ C3 ○	Learner can improve an unclear question and justify the change in simple terms.
L3 From numbers to sentences	Calculate or interpret simple percentages/proportions and turn them into accurate data statements.	Use percentage, proportion and approximation language accurately: X%, approximately, around, just over/under.	calculate · estimate · proportion · percentage	data · useful · survey · display	C1 ○ C2 ● C5 ●	Learner can choose a relevant figure and express it accurately without simply copying the table.
L4 Spot the pattern	Identify an overall trend in time-based data and separate what the graph shows from what might happen next.	Use trend verbs/adverbs and cautious prediction language: increase steadily, fall sharply, may/might.	pattern · trend · increase · decrease · predict	data	C1 ● C2 ○ C3 ● C5 ●	Learner can describe a main trend accurately and keep prediction separate from evidence.
L5 Best display for the job	Compare ways of representing the same data and choose the clearest display for a particular question.	Use compare/contrast and justification language: better for showing, whereas, because.	compare · contrast · justify	display · data · represent · appropriate · increase · decrease · trend · pattern	C1 ○ C4 ○ C5 ○	Learner can connect the purpose of a question to the most useful representation.
L6 Is that a fair conclusion?	Judge whether a claim is supported, partly supported or not supported by a data display.	Use certainty and limitation language: suggests, may, cannot conclude, does not show.	conclude · conclusion · evidence · support · suggest · overclaim · cause	data · increase · survey · compare	C2 ● C3 ● C5 ●	Learner can explain why a claim is too strong and revise it into a defensible conclusion.

Lesson	Content objective	Language objective	New words	Earlier words in the materials	Criteria	Evidence of success
L7 Listen to a data briefing	Combine information from a spoken explanation and a visual graph to identify key findings.	Distinguish 'the speaker says' from 'the graph shows' and record short, useful notes.	source	data · increase · trend · indicate · predict · decrease · useful · compare · axis	C1 ○ C2 ○ C5 ○	Learner selects key information rather than trying to record everything and can connect spoken input to the visual.
L8 Science results explainer	Identify a relationship in a results table and write a short results paragraph supported by evidence.	Use relationship/evidence language and cautious interpretation: results show, for example, suggests, does not prove.	variable · result · relationship · precise · relevant · factor	evidence · suggest · conclusion · conclude · percentage · increase · predict · data · decrease	C1 ● C2 ● C3 ● C4 ○ C5 ●	Learner can write a coherent evidence-based paragraph with a careful interpretation.
L9 Spoken model to written report	Identify the key parts of a short data briefing and see how the same information can be organised in a concise written report.	Listen selectively for the main finding and supporting details, then notice language for overview, trends, percentages and careful conclusions in the transcript/written model.	—	data · conclusion · conclude · evidence · suggest · relevant · increase · trend · indicate	C1 ● C2 ● C3 ● C4 ● C5 ●	Learner can identify key information from the spoken briefing and explain how it is turned into a clear written report.
L10 Guided practice report	Plan and write a complete 180–220 word data report from a new two-graph data pack.	Select and combine language for trends, quantities, comparison, evidence and cautious conclusions; rehearse the main message aloud before writing.	—	data · conclude · suggest · evidence · pattern · relevant · conclusion · trend · compare	C1 ● C2 ● C3 ● C4 ● C5 ●	Learner can complete a full report with the same basic demands as the assessment and can use oral rehearsal to improve clarity before writing.
L11 Assessment: written data report	Interpret two unseen Geography data displays and communicate the most important findings in a concise report.	Use suitable data language to describe, support, compare and qualify findings.	—	data · trend · suggest · conclusion · conclude · evidence · compare · relevant · pattern	C1–C5 assessed	Completed report provides evidence against C1–C5.
L12 Feedforward and improvement	Identify one strength and one next step from the data report and improve a short part of the response.	Use simple reflection language to explain what worked and what will be improved next time.	—	—	Feedforward	Learner can explain and demonstrate one improvement.

New words = words from the Vocabulary book first taught in that lesson. Earlier words = words from previous lessons used two or more times in that lesson's slides and handout. ● main focus ○ supporting.

Vocabulary recycling map

Where each Vocabulary book word is taught and where it appears again in the slides and handouts.

Word	L1	L2	L3	L4	L5	L6	L7	L8	L9	L10	L11	Later
data	●											10
display	●											4
feature	●											3
axis	●											1
scale	●											0
label	●											1
represent	●											3
indicate	●											4
classify		●										2
survey		●										2
specific		●										3
neutral		●										1
appropriate		●										4
useful		●										5
calculate		●										2
estimate		●										3
proportion		●										2
percentage		●										6
pattern			●									6
trend			●									7
increase			●									6
decrease			●									5
predict			●									4

Word	L1	L2	L3	L4	L5	L6	L7	L8	L9	L10	L11	Later
compare					●							6
contrast					●							1
justify					●							0
conclude						●						4
conclusion						●						4
evidence						●						4
support						●						2
suggest						●						4
overclaim						●						1
cause						●						0
source							●					1
variable								●				1
result								●				1
relationship								●				1
precise								●				1
relevant								●				3
factor								●				0

SUBJECT WORDS IN THE LESSONS (TIER 3)

These come from the data contexts and are not in the Vocabulary book. Teach them in context, with the graph or photo, as they arise.

MATHS graph, bar chart, line graph, pie chart, axis, scale, percentage, proportion, average

GEOGRAPHY climate graph, weather, temperature, rainfall (precipitation), millimetre, tourism, visitor

SCIENCE seed, germinate, germination, temperature, sugar, results table



taught here



used 1–2 times



used 3–6 times



used 7 or more times

Counts come from the on-screen slide text and handouts, not teacher notes or talk. "Later" = number of later lessons that use the word.

Planning notes

How each lesson connects to the final report, and a few small ways to strengthen the vocabulary recycling.

HOW EACH LESSON CONNECTS TO THE FINAL REPORT

BUILD THE REPORT DIRECTLY

These lessons practise the report skills head on.

L4 The first strong bridge to the final report: trends and a clearly labelled cautious prediction.

L6 Core lesson for careful conclusions (C3). Spend the time here.

L8 The first sustained writing. The paragraph frame should be removable by the end.

L9 Links listening to writing: a spoken model becomes a written report.

L10 The closest rehearsal. Use a different context and data pattern from L11 so the assessment still needs transfer.

SUPPORT THE REPORT

Essential groundwork, but not report writing.

L1 Keep this about reading data, not writing a report yet.

L3 Starts the difference between reporting every number and choosing the useful ones (C2).

L7 Keeps the listening strand while feeding data interpretation.

BREADTH LESSONS

These connect to the final task less directly. Keep them, but do not force a report rehearsal.

L2 Builds data literacy: what makes data useful. Link it forward by asking, “Which figures are useful for a report?” (C2, C3 only lightly).

L5 Builds data literacy: choosing a display for a purpose. Link it forward by asking, “Which figures and order make a clear report?” (C1, C4, C5 only lightly).

SMALL WAYS TO STRENGTHEN THE RECYCLING

Words taught once and then quiet in the slides and handouts include contrast, justify, overclaim, precise, relationship, axis, scale and label. None of these suggestions is in the lesson plans yet.

L5 starter	Add one retrieval item that uses axis, scale and label on a graph from L1.
L9 weaker paragraph	Use <i>overclaim</i> and <i>precise</i> in the improvement prompts when learners fix the weaker version.
L10 exploration	Add a quick check of <i>axis</i> , <i>scale</i> , <i>label</i> and <i>units</i> before learners annotate the new graphs, as they will on assessment day.
L10 rehearsal	Ask learners to contrast the two graphs and justify why their chosen figures are relevant.
Vocabulary book	Re-tick the self-assessment table three times, at the end of Lessons 4, 8 and 11, in a new colour each time.
L12	Learners choose three words to keep using after the unit and add them to their word bank.