

Unit/Topic: Creating a film based on data

Target age: 9+

Topic 2: Planning a solution

Recommended Teaching hours: 1-2

Lesson Objective: Understand that data can take many forms and how that data can help you create a suitable, data driven solution

Lesson Overview & Outcomes ([Please refer to STATWARS® curriculum mapping document for KS2 Mathematics and Computing National Curriculum outcomes for this topic](#)):

This topic allows pupils to work in project teams to determine the best approach to their solution. They will understand what data is and the varying forms it can take. They will be able to carry out some initial data gathering at this point.

Key words: Quantitative, Qualitative, Project, Data, Information

Suggested software/Resources: Internet Web Browser (Google Chrome, Internet Explorer etc), Word processing package, Spreadsheet software. See “Tools to support delivery” section for more information.

Please refer to project overview and medium term plan for additional support

Lesson Structure:

(Based on 1 hour lesson) – **Guidance notes are provided on lesson PowerPoint where necessary. Please amend resources accordingly to suit your class.**

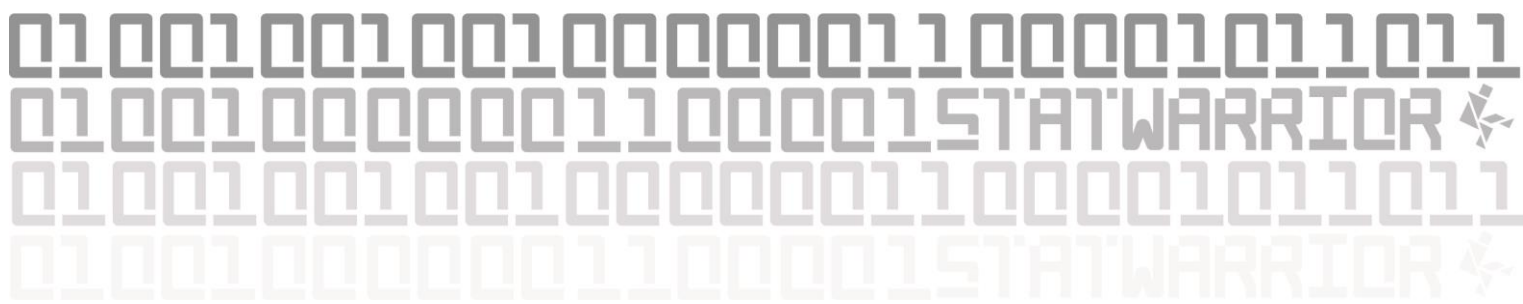
Introduction:

Time (minutes)	Activities	Challenge/Support (Differentiation)	Assessment Strategies & Outcomes
10	Slide 2. Collect homework or ask pupils to come and place their item on a large piece of paper/notice board. Ask students to consider some of the art work used on these items and what makes the memorable, this will support pupils today in considering the type of films they need to investigate. This will also be useful for the latter part of the project in their design work and serve as inspiration throughout	Some students may begin to note down ideas from the mood board for their own potential blockbuster idea(s)	Students will have collectively produced a mood board and used this to discuss/write down potential ideas for the project solution

Main Content:

Time	Activities	Challenge/Support (Differentiation)	Assessment Strategies & Outcomes
15	<p>2.1. Slide 3. Help pupils understand the difference between data and information, quantitative and qualitative data</p> <p>Show them this video to help develop understanding - https://www.youtube.com/watch?v=dwFsRZv4oHA</p> <p>Complete worksheet 2 – pupils can add in their own examples</p>	<p>If you feel this may be too difficult for all pupils, then you can skip the quantitative and qualitative definitions for now and ask them to think about the data they need to collect for this project</p> <p>The worksheet 2 provided will help structure the learning for some pupils and you can pair pupils up in mixed ability groups to offer peer support. Challenge activity promotes independent thinking</p>	<p>Pupils will be able to distinguish between quantitative and qualitative data</p> <p>They will be able to create a list of data and information they will be looking for to analyse in their project</p>

30	<p>2.2. Slide 4-5. Allocate pupils into ability groups. Once allocated into groups pupils should choose or be allocated a group role (these can be rotated throughout the project if needed):</p> <ul style="list-style-type: none"> ▶ The Translator ▶ The Engineer ▶ The Analyst <p>Consideration should be made for: What is being done, by whom and when by</p> <p>It might be helpful to get pupils to sign a project contract, accepting responsibility for their roles in the project. You may also want them to start considering a sources table here rather than in topic 3 (see lesson 3)</p> <p>Set up group names and design team logo's using badge template if required. Using lanyards can help formalise the role.</p> <p>2.3. Slide 6. Once in groups, advise pupils that their solution does not have to be to create the most expensive film of all time – it just must have the potential to be successful in its own right (money, awards, ratings). In order to promote diversity within the project outcomes it is important here to stress that they can investigate outcomes such as: How can I design a film that makes x amount of profit? How can I design a highly rated but low budget film?</p> <p>Slide 7. Ask groups to begin to think about/write down what they would be interesting in collecting data on. As long as they can justify and support their ideas/solutions with data they have analysed, the outcome can be whatever they choose – providing it suggests it will be successful!</p>	<p>The make-up of the groups should offer differentiation within the groups and encourage peer support. Provide pupils with the definitions of each role and help them determine what they need to consider and how they can agree on these actions</p> <p>2.4 HA – Pupils can explain how we can keep any data we plan to collect and use safe and secure (slide 7 bullet 3). They will ensure that this is accounted for in their plans</p>	<p>Pupils will create a checklist for jobs that they need to carry out during the project and accept responsibility for their completion</p>
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Concluding the lesson:

Time	Activities	Challenge/Support (Differentiation)	Assessment Strategies & Outcomes
5	At this point it might be helpful to show the class the dataset they will be using to develop their solution and answer any questions they may have – such as how to set out their work and help them come up with a checklist for data they need	Directed questioning can help the wider group develop their understanding and expectations	Directed questioning to assess understanding of the class

Homework:

Slide 8: Let the project groups determine and agree with you the homework for this week based on their roles as The Translator, The Engineer or The Analyst. This could mean that homework will be on a rota basis for each role.

Evaluation:

- ▶ What went well in the lesson?
- ▶ What needs addressing/revisiting?
- ▶ What might you do differently for next time?