

## Social Subjects Numeracy Audit

2018

### Geography

Year Group	Numeracy Skill	Work Completed
S2 - Climate	<p><b><i>I can use a variety of methods to solve number problems in familiar contexts, clearly communicating my processes and solutions.</i></b> MNU 3-03a</p> <p><b><i>I can continue to recall number facts quickly and use them accurately when making calculations.</i></b> MNU 3-03b</p> <p><b><i>I can solve practical problems by applying my knowledge of measure, choosing the appropriate units and degree of accuracy for the task, and using a formula to calculate area or volume when required.</i></b> MNU 3-11a</p>	<p>Pupils use data to draw climate graphs.</p> <p>Deciding scale for climate graphs.</p>
S1 and S2 Graphs	<p><b><i>I can work collaboratively, making appropriate use of technology, to source information presented in a range of ways, interpret what it conveys and discuss whether I believe the information to be robust, vague or misleading.</i></b> MNU 3-20a</p>	<p>S1 – Divided bar graph</p> <p>S2 – Pop graph – climate change over time shown</p>

### History

Year Group	Numeracy Skill	Work Completed
S1 – Finding out	<p><b><i>I can solve practical problems by applying my knowledge of measure, choosing the appropriate units and degree of accuracy for the task, and using a formula to calculate area or volume when required</i></b> MNU 3-11a</p>	<p>Pupils learn the definitions of different measurements and apply this knowledge throughout the course. For example: decades, centuries.</p>
S2 – The Atlantic Slave Trade	<p><b><i>I can work collaboratively, making appropriate use of technology, to source information presented</i></b></p>	<p>Pupils use a variety of sources to gather information about the main countries affected by the slave trade. This includes evaluating</p>

	<p><b><i>in a range of ways, interpret what it conveys and discuss whether I believe the information to be robust, vague or misleading.</i></b></p> <p style="text-align: right;"><b>MNU 3-20a</b></p>	evidence and determining the significance of dates in order to analyse a source.
S3 – World War One	<p><b><i>I can work collaboratively, making appropriate use of technology, to source information presented in a range of ways, interpret what it conveys and discuss whether I believe the information to be robust, vague or misleading.</i></b></p> <p style="text-align: right;"><b>MNU 3-20a</b></p>	<p>Pupils use a variety of sources to gather evidence about different historical events. Using this information pupils will practice the following skills:</p> <ul style="list-style-type: none"> <li>• Evaluating the usefulness</li> <li>• How fully</li> <li>• Comparison Questions</li> </ul> <p>Pupils will take into account statically evidence, dates and written information to show their understanding of the skills above. In particular, pupils will decide if the information is 'robust, vague or misleading'.</p>

### Modern Studies

<b>Year Group</b>	<b>Numeracy Skill</b>	<b>Work Completed</b>
S1 – Doing Democracy Unit	<p><b><i>I can solve problems by carrying out calculations with a wide range of fractions, decimal fractions and percentages, using my answers to make comparisons and informed choices for real-life situations.</i></b></p> <p style="text-align: right;"><b>MNU 3-07a</b></p>	<p>In the 'Election Analysis' lesson pupils take data from a class election and convert this information into percentages. Pupils also use this information to work out the turnout of election and include all results on a graph.</p> <p><b>This skill is tested in a newspaper homework task and end of topic test.</b></p>
S2 – Terrorism unit	<p><b><i>I can work collaboratively, making appropriate use of technology, to source information presented in a range of ways, interpret what it conveys and discuss whether I believe the information to be robust, vague or misleading.</i></b></p> <p style="text-align: right;"><b>MNU 3-20a</b></p>	<p>Pupils use a variety of sources of information to investigate a terrorist attack that has taken place in Britain recently.</p>
S3 – Source analysis tasks	<p><b><i>I can work collaboratively, making appropriate use of technology, to source information presented in a range of ways, interpret what it conveys and discuss whether I believe the information to be robust, vague or misleading.</i></b></p>	<p>Throughout the course pupils will be asked to use both written and numerical data to do each of the following:</p> <ul style="list-style-type: none"> <li>• Identify bias and exaggeration</li> <li>• Make and justify a decision</li> <li>• Form and justify conclusions</li> </ul>

	<b><i>MNU 3-20a</i></b>	In particular, pupils will decide if the information is 'robust, vague or misleading'.
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