

Can I draw a conclusion from a graph or chart?

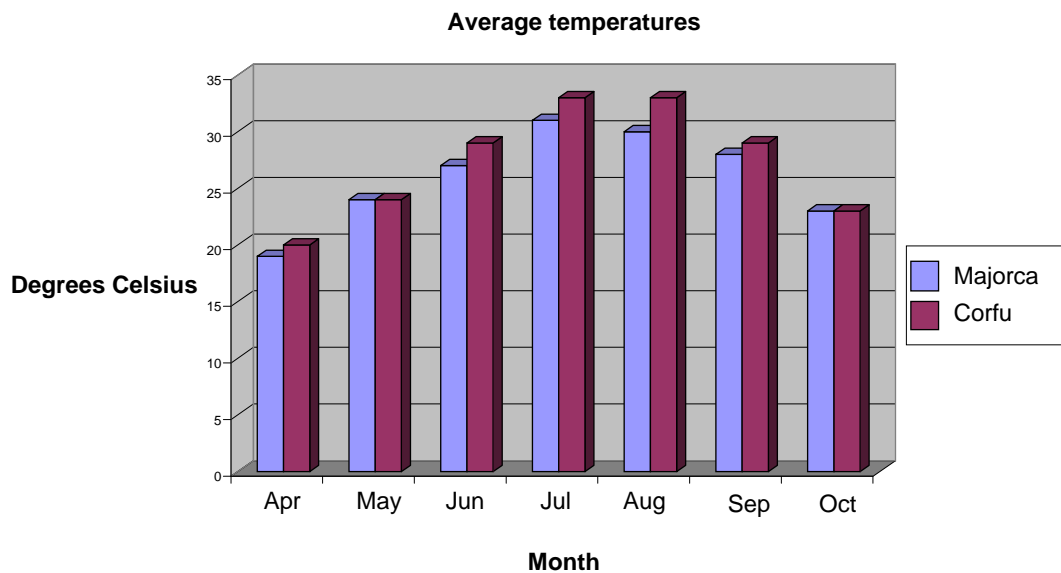
Teaching guidance

Key vocabulary

data, information, survey, questionnaire, graph, chart, table, scale, interval, division, horizontal axis, vertical axis, axes, label, title, pictogram, bar chart, bar-line chart, line graph, pie chart, interpret, describe, explain

Models and images

Ensure children experience a wide range of different graphs.

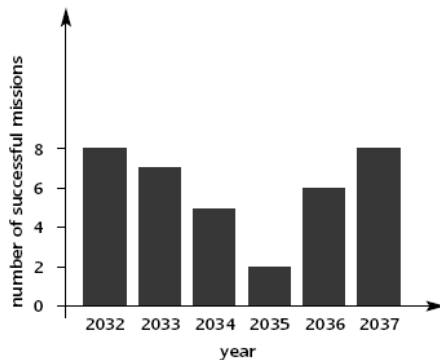


Teaching tips

- Encourage children to pose their own questions from looking at graphs, as well as responding to specific given questions.
- Ensure children experience a range of graphs, including those with unlabelled divisions, line graphs where intermediate points do and do not have meaning, and different presentations of the same data.
- Give children conclusions drawn from graphs that cannot be true and ask them to explain why; challenge them to spot conclusions that are invalid (e.g. on the line graph shown in the 'Models and images' section, 'The temperature at 5pm will be 11 °C.') and explain why this is not a valid conclusion.
- Model the process of annotating and interacting with graphs in order to answer questions and draw conclusions; use 'shared thinking' and 'shared writing' techniques to make explicit how to analyse and explain the information presented by a graph.
- Give children questions that require them to compare information from two graphs, different categories on the same graph or different sets of data represented on the same graph, for example:

'What was the most unsuccessful year for space missions?
How do you know?'

Successful space missions



Unsuccessful space missions

