GCSE Higher Statistics

1ST0 Topics

1-year course (age guide 14 – 16)

Autumn 1:
Collection of data
Petersen capture-recapture formula
Sampling methods and questionnaires
Hypotheses and designing investigations
Processing and representing data- tally charts and two-way tables
Stem and leaf diagrams
Population Pyramids
Choropleth maps
Histograms and cumulative frequency charts
Summarising data- averages and averages from a table
Geometric and weighted mean
Standard deviation

Spring 1:
Box plots and outliers
Skewness and making estimates
Scatter diagrams and correlation
Spearman's rank correlation coefficient
Pearson's product moment correlation coefficient
Time series
Moving averages
Probability

Summer 1:
Index numbers
Probability distributions – binomial distributions
Normal distributions
Standardised scores
Revision

Please note that the shared maths scheme of work is provisional and may be subject to change as the term progresses. While it provides an outline of the topics and progression planned for the class, we believe it is important to remain flexible and responsive to the needs of our students. As we assess their understanding and progress, we may adjust the pace, revisit certain areas, or introduce additional support or challenge to ensure appropriately supported learning. Our priority is to provide the best possible learning experience tailored to the needs of the cohort.

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In addition, the sequence of the scheme of work has been thoughtfully structured to reflect a logical progression essential in statistics. Many concepts depend on secure prior knowledge, meaning some topics must be taught first to provide the foundation needed for more advanced ideas. This careful ordering ensures that students are not introduced to complex material without the necessary groundwork. Furthermore, the scheme is designed to regularly revisit previously taught content. This planned revisiting is key to deepening understanding, reinforcing retention, and developing students' confidence. Our approach prioritises long-term learning and conceptual clarity over short-term memorisation.