



Theme 7

Champions

Teacher Notes

Aims

- to read, understand and interpret information from tabulated fixtures and results
- to read, understand and interpret information from league tables
- to answer questions that show understanding of fixtures and results tables and of league tables
- to plan and conduct an investigation about the likelihood of drawn matches in high-scoring and low-scoring games
- to learn that statistics are integral to sport
- to equip children to follow the fortunes of Huddersfield Giants RLFC and other sports clubs through the clubs' fixture lists, results and league tables.

Related Knowledge and Skills

scanning for information
interpreting data
mental arithmetic strategies
solving problems

understanding equations
calculation of percentages
writing short explanations and opinions
use of calculator

Time

6 x 60 mins lessons

Resources

Pupil Resource Sheet: Match Results 2001-2002
Pupil Activity Sheet 1: Match Results 2001-2002
Pupil Activity Sheet 2: Completing League Table 2001-2002
Pupil Activity Sheet 3: League Table 2001-2002
Pupil Activity Sheet 4: Results and Table 2001-2002
Pupil Activity Sheet 5: Completing the Match Results 1914-15
Pupil Activity Sheet 6: Match Results 1914-15
Pupil Activity Sheet 7: Completing the League Table 1914-15
Pupil Activity Sheet 8: League Table 1914-15
Pupil Activity Sheet 9: Results and Table 1914-15
Pupil Activity Sheet 10: League Table 1919-1920
Pupil Activity Sheet 11: Comparing 2001-2002 and 1914-15
Pupil Activity Sheet 12: Are Draws More Likely in Low-Scoring Games Compared to High Scoring Games?
Teacher Answer Sheet
calculator, dice

Differentiation Strategies

Less able children/pairs:

pairs should include at least one good reader to ensure access to information

More able children/pairs:

opportunity to take responsibility and lead pairs activities.

opportunity to set and ask questions to other children

progress to extension activities.

Overview

Activity Number	Class Organisation/Activity	Main Idea	Resource
1.1	Class introduction	Reading Huddersfield Giants' tabulated match results 2001-02; answering mainly literal questions to show understanding	Pupil Resource Sheet Pupil Activity Sheet 1
1.2	Individual and/or pairs written answers		
1.3	Class discussion, children reporting back		Teacher Answer Sheet
2.1	Class introduction	Reading, understanding and completing league table 2001-02	Pupil Activity Sheet 2
2.2	Individual and/or pairs written answers		
2.3	Class discussion, children reporting back		Teacher Answer Sheet
3.1	Class introduction	Answering questions about league table 2001-02	Pupil Activity Sheets 2 and 3
3.2	Individual and/or pairs written answers		
3.3	Class discussion, children reporting back		Teacher Answer Sheet
4.1	Class introduction	Answering questions requiring information from two sources, match results and league table 2001-02	Pupil Resource Sheet Pupil Activity Sheets 2 and 4
4.2	Individual and/or pairs written answers		
4.3	Class discussion, children reporting back		Teacher Answer Sheet
5.1	Class introduction	Adding 'W', 'D' or 'L' to the 'Result' column and missing numbers from the 'Points For' and 'Points Against' columns of match results 1914-15	Pupil Activity Sheet 5
5.2	Individual and/or pairs written answers		
5.3	Class discussion, children reporting back		Teacher Answer Sheet
6.1	Class introduction	Reading Huddersfield's tabulated match results 1914-15; answering questions to show understanding	Pupil Activity Sheets 5 and 6
6.2	Individual and/or pairs written answers		
6.3	Class discussion, children reporting back		Teacher Answer Sheet
7.1	Class introduction	Adding missing numbers to the final league table 1914-15	Pupil Activity Sheet 7
7.2	Individual and/or pairs written answers		
7.3	Class discussion, children reporting back		Teacher Answer Sheet
8.1	Class introduction	Reading final league table 1914-15; answering questions to show understanding	Pupil Activity Sheets 7 and 8

8.2	Individual and/or pairs written answers		
8.3	Class discussion, children reporting back		Teacher Answer Sheet
9.1	Class introduction	Answering questions requiring information from two sources (match results and league table 1914-15)	Pupil Activity Sheets 5, 7 and 9
9.2	Individual and/or pairs written answers		
9.3	Class discussion, children reporting back		Teacher Answer Sheet
10.1	Class introduction	For all 25 teams in season 1919-20: estimating percentage points gained and final league positions; calculating percentage points gained and final league positions	Pupil Activity Sheet 10
10.2	Individual and/or pairs written answers		
10.3	Class discussion, children reporting back		Teacher Answer Sheet
11.1	Class introduction	Investigating which season, 1914-15 or 2001-02, had the higher scoring matches and which produced the highest percentage of drawn matches	Pupil Resource Sheet and Pupil Activity Sheets 2, 7 and 11
11.2	Individual and/or pairs written answers		
11.3	Class discussion, children reporting back		Teacher Answer Sheet
12.1	Class introduction	Inventing and playing lower scoring and higher scoring dice games to investigate the theory that a game with lower scoring matches produces more draws than a game with higher scoring matches	Pupil Activity Sheet 12
12.2	Individual and/or pairs investigations		
12.3	Collation of Class Results	Recording all class results; concluding that higher scoring matches produce fewer draws than lower scoring matches	

Activities

1.1 Class introduction

- Introduce the **Pupil Resource Sheet**, 'Match Results 2001-2002'. Tell the class that this is the complete list of league matches played by Huddersfield Giants in the season 2001-2002.
- Read the information on the first page. Establish understanding of the column headings and that alternate rows have grey shading to make it easier to read across the lines.
- Ask some simple questions to test basic understanding.
- Read through the questions on **Pupil Activity Sheet 1**.
- Organise children to work individually or in pairs on Pupil Activity Sheet 1.

1.2 Individual and/or pairs written answers

- Early finishers can set questions from the results table for other children.

1.3 Class discussion, children reporting back

- Go through the answers with the class, using the Teacher Answer Sheet.
- Questions 9, 10 and 12b require logical reasoning and a little interpretation.
- Allow children who finish early to ask their own questions to the rest of the class.

2.1 Class introduction

- Read **Pupil Activity Sheet 2**, the final league table for the season 2001-2002, showing the positions of all the clubs in Huddersfield Giants' league.
- Point out that Huddersfield's results from the Pupil Resource Sheet are represented on the Huddersfield line in this table.
- Establish understanding of the column headings and that alternate rows have grey shading to make it easier to read across the lines.
- Ask some simple calculation questions to test understanding of:
 - 2 points for a win and one for a draw
 - every team's number of wins, draws and losses adding up to number of matches played – 27
 - how to calculate missing numbers from different columns.

2.2 Individual and/or pairs written answers

- Early finishers can set questions from the league table for other children.

2.3 Class discussion, children reporting back

- Go through the answers with the class, using the Teacher Answer Sheet.
- Allow children who finish early to ask their own questions to the rest of the class.

3.1 Class introduction

- Read **Pupil Activity Sheet 3**, (questions about **Pupil Activity Sheet 2**, league table 2001-02) to establish that:
 - Part A questions 1 to 9 require location of one piece of information
 - Part B questions 1 to 5 are mainly about points scored and conceded and require scanning to locate more than one piece of information
 - Part B question 6 is about completing equations, including the function of parentheses
 - Part C is about understanding and interpreting information about how the league was organised, forming an opinion about and explaining whether this was fair, and predicting likelihoods if it had been organised differently.
- Organise children to work individually or in pairs.

3.2 Individual and/or pairs written answers

- Early finishers can set questions from the league table for other children.

3.3 Class discussion, children reporting back

- Go through the answers with the class, using the Teacher Answer Sheet.
- Allow children who finish early to ask their own questions to the rest of the class.

4.1 Class introduction

- Read **Pupil Activity Sheet 4** (questions about the **Pupil Resource Sheet** and **Pupil Activity Sheet 2**) to establish that these questions require information from two separate sources, match results and league positions.
- Tell children that the approach they will need to answer these questions is to:
 - decide what information they need to find from each source
 - decide on the most efficient way of locating the information
 - scan to find the information they need.

4.2 Individual and/or pairs written answers

- Early finishers can set questions from the league table for other children.

4.3 Class discussion, children reporting back

- Go through the answers with the class, using the Teacher Answer Sheet.
- Allow children who finish early to ask their own questions to the rest of the class.

5.1 Class introduction

- Introduce **Pupil Activity Sheet 5**, 'Completing the Match Results 1914-15'. Tell the class that:
 - this is the complete list of league matches played by Huddersfield Northern Union Rugby Football Club in the season 1914-15
 - this club was renamed 'Huddersfield Rugby League Football Club in 1922 when the northern union adopted the name 'rugby league', and renamed 'Huddersfield Giants Rugby League Football Club in 1996 as part of modern day commercial branding.
- Read the information on the first page. Establish understanding of:
 - column headings
 - alternate rows of grey shading to make it easier to read across the lines
 - the four competitions that Huddersfield entered and that asterisked matches counted towards the League Championship and the Yorkshire League.
- Ask some simple questions to test basic understanding and locate the missing information .
- Organise children to work individually or in pairs.

5.2 Individual and/or pairs written answers

- Early finishers can set questions from the table for other children.

5.3 Class discussion, children reporting back

- Go through the answers with the class, using the Teacher Answer Sheet.
- Allow children who finish early to ask their own questions to the rest of the class.

6.1 Class introduction

- Read through the questions on **Pupil Activity Sheet 6**.
- Ask some simple questions to revise basic understanding of the match results table.
- Organise children to work individually or in pairs.

6.2 Individual and/or pairs written answers

- Early finishers can set questions from the results table for other children.

6.3 Class discussion, children reporting back

- Go through the answers with the class, using the Teacher Answer Sheet.
- Allow children who finish early to ask their own questions to the rest of the class.

7.1 Class introduction

- Read **Pupil Activity Sheet 7**, the final league table for the season 1914-15, showing the positions of all the clubs in Huddersfield's league.
- Point out that Huddersfield's Championship results from Pupil Activity Sheet 5 are represented on the Huddersfield line in this table.
- Establish understanding of the column headings and that alternate rows have grey shading to make it easier to read across the lines.
- Ask some simple calculation questions to test understanding of:
 - 2 points for a win and one for a draw
 - every team's number of wins, draws and losses adding up to number of matches played – e.g. 34 for Huddersfield, 32 for Wakefield Trinity and 30 for Swinton
 - how to calculate missing numbers from different columns.

7.2 Individual and/or pairs written answers

- Early finishers can set questions from the league table for other children.

7.3 Class discussion, children reporting back

- Go through the answers with the class, using the Teacher Answer Sheet.
- Allow children who finish early to ask their own questions to the rest of the class.

8.1 Class introduction

- Read **Pupil Activity Sheet 8**, (questions about **Pupil Activity Sheet 7**, league table 1914-15) to establish that:
 - Part A questions 1 to 9 require location of one piece of information
 - Part A questions 10 to 15 require location of more than one piece of information
 - Part B questions 1 to 7 are about points scored and conceded and require scanning to locate more than one piece of information
 - Part B questions 8 to 12 are about points gained from winning and drawing matches
 - Part C is about completing equations, including the function of parentheses
 - Part D questions 1 to 6 are about understanding and calculating the percentage of points gained from the points available
 - Part D questions 7 to 11 are about understanding and interpreting information about how the league was organised, and forming an opinion about and explaining whether this was fair.

8.2 Individual and/or pairs written answers

- Early finishers can set questions from the league table for other children.

8.3 Class discussion, children reporting back

- Go through the answers with the class, using the Teacher Answer Sheet.
- Allow children who finish early to ask their own questions to the rest of the class.

9.1 Class introduction

- Read **Pupil Activity Sheet 9** (questions about the **Pupil Activity Sheets 5 and 7**) to establish that these questions require information from two separate sources, match results and league positions 1914-15.
- Tell children that the approach they will need to answer these questions is to:
 - decide what information they need to find from each source
 - decide on the most efficient way of locating the information
 - scan to find the information they need.

9.2 Individual and/or pairs written answers

- Early finishers can set questions from the league table for other children.

9.3 Class discussion, children reporting back

- Go through the answers with the class, using the Teacher Answer Sheet.
- Allow children who finish early to ask their own questions to the rest of the class.

10.1 Class introduction

- Read **Pupil Activity Sheet 10**, establishing that children are to:
 - estimate percentage of points each gained from the points available to them in the 1919-20 season
 - use these estimates to decide on their final positions
 - calculate actual percentage of points each team gained from the points available
 - write actual final positions

10.2 Individual and/or pairs written answers

10.3 Class discussion, children reporting back

- Go through the answers with the class, using the Teacher Answer Sheet.
- Allow children who finish early to ask their own questions to the rest of the class.

11.1 Class introduction

- Read **Pupil Activity Sheet 11**, explaining that:
 - questions refer to information on **Pupil Activity Sheets 2 and 7**, (league tables 2001-02 and 1914-15)
 - questions 1 to 4 help the children to compare the number of drawn matches in 1914-15 and in 2001-02
 - questions 5 to 9 help the children to compare the number of points scored in matches in 1914-15 and in 2001-02
 - question 10 is about drawing a conclusion about the likelihood of drawn matches in high-scoring games compared to low-scoring games.

11.2 Individual and/or pairs written answers

11.3 Class discussion, children reporting back

- Go through the answers with the class, using the Teacher Answer Sheet.
- Draw conclusions from the results of children's calculations and interpretation of results from 1914-15 and 2001-02 – 2001-02 saw significantly more points per game and a significantly lower percentage of drawn games, indicating a greater likelihood of drawn matches in lower scoring games.
- Ask children how they could check this theory further, e.g.
 - investigate other rugby league seasons
 - compare rugby league tables with tables in association football – a much lower-scoring game.

12.1 Class introduction

- Read **Pupil Activity Sheet 12**, explaining that children are to:
 - devise dice games that test the theory that a game with lower scoring matches produces more draws than a game with higher scoring matches
 - decide how many times they are going to play their games before they can see a genuine pattern in the results
 - play their games and record the results
 - draw conclusions from their results.

12.2 Individual and/or pairs investigations

12.3 Collation of Class Results

- Collate the results of the class's high and low scoring games
- Reach a class conclusion on the theory that higher scoring games produce fewer draws than lower scoring games.