Maths within PSHE and Religious Education

Numbers come up in conversations in everyday life all the time. You should use your **mathematical knowledge** in order to refer to them accurately.

"An estimated 320,000 people are homeless in the UK, according to the latest research by Shelter."

"In 2017, there were an estimated 1.1 million people aged 16 years and over identifying as LGB out of a UK population aged 16 years and over of 52.8 million."

The **handling data cycle** gives you a guide on how to carry out a statistical investigation. Whatever the data you are collecting, the cycle allows you to gain a thorough understanding of its significance. For example in Religious Education **you might want to investigate the effect someone's religion has on their view of death.** What data might you collect? Who would you collect it from? How would you do this? How would you illustrate your findings? What would you expect to conclude?

Being able to **interpret** and **discuss** the information in charts and graphs is an important skill. Many organisations use **Charts and graphs** to illustrate issues that are relevant to their work.

The ancient Egyptians used a number system with base 10.

Larger numbers had special symbols

10, 100, 1000, 10000, 100000, 1 million

It is important to consider **Maths in other cultures**.

Babylonia was situated in the area that is now the Middle East. The Babylonian civilisation existed from about 2300 BC to 500 BC. The Babylonians divided the day into 24 hours, each hour into 60 minutes and each minute into 60 seconds. This form of counting has survived for over 4000 years.

The **Ancient Egyptian civilisation** existed from about 3000BC to 300BC. The Egyptians worked out that the year was 365 days long and used this for a civil calendar. Eventually the civil year was divided into 12 months, with a 5 day extra period at the end. The Egyptian Calendar was the basis for the Julian and Gregorian Calendars.

What's the chance of you becoming infected with HIV? What's the risk of a baby being stillborn? How likely is it that you will live longer than your parents do? All these questions are connected with **probability.**

At Stanley High School