

UNIT 7.2 OVERVIEW

The core of this unit still remains important as the gathering of data and framing questions appears is a key skill and appears in other units of work. However, there is now a greater emphasis on sharing of work and this can be included within this unit if pupils can send digital copies of their quiz to others. An additional element to be taught is therefore 'how' can information be sent so that it can be read and completed by others without the appropriate software.

Throughout this unit pupils must save and organise work effectively recording sources and web sites where information was found. This is important as it questions reliability and bias and helps to combat plagiarism.

The Links page within the *pupil store* has been checked / updated, however, at the time of this update the following Internet links on the pupil activity pages or subsequent worksheets are inaccessible or the page has moved.

Activity1 - Homework

<http://sst.tees.ac.uk/external/u0000504/Notes/skills/surveys/survey3.htm> |

Act3 - Task

<http://www.bbc.co.uk/testthenation/quiz/> (will work with /quiz/ removed)

Lesson	Lesson learning objectives & content revision / notes		
1	Pupils should be able to search primary & secondary sources with accuracy. Pupils should be encouraged to record information digitally so that it may be copied & pasted elsewhere at a later date. It is therefore important that pupils ensure that they record the source or where the information originated from. Organisation and storage of files and data is important.		
2	When creating the quiz pupils should understand 'personal information' and what is inappropriate to ask, this is all part of the general raising of awareness to protect private information. The homework requires pupils to ask family and friends to complete the quiz ready for the next lesson, they may wish to send copies of it electronically e.g. e-mail. Pupils should understand that this will require the person to have the appropriate program .		
3	This lesson requires pupils to interpret results and implement any improvements to the quiz. They should be encouraged to check work for accuracy at all times, understanding the importance of refining work as it progresses.		
Level	Skill	Assessment Criteria	Knowledge & Understanding
4	Work should be organized and stored appropriately so that it can be retrieved easily, eg, Acknowledged sources could be recorded within a spreadsheet. Where appropriate they share information with others in a digital way e.g. sending a copy of the quiz to family members by E-mail.	Pupils demonstrate an understanding of protecting personal information.	

YEAR 7 – UNIT 7.2

Lessons 1 - 3

1 Finding information

1.1 Using data and information sources

use information from primary or secondary sources

create information from data for specific purposes and audiences, and recognise how the presentation of information can affect its validity and bias

combine and refine information and data sources to answer and pose questions

1.2 Searching and selecting

select information for a task from a range of sources and be aware of the relative strengths and weaknesses of these sources

frame searches in an appropriate and considered way in relation to the required results

search for information, altering and developing the search as appropriate, checking findings for plausibility

use search terms correctly

acknowledge sources and recognise copyright

1.3 Organising and investigating

save files using appropriate file names and organise files in a hierarchical folder structure

identify the significant data required to solve a problem

develop closed questions which will lead to specific answers in a suitable form – e.g. text, numbers – and act safely and responsibly in seeking information

design a questionnaire or data-collection sheet to collect relevant data

recognise the structure and format of data that can support checking and correcting to remove errors after entry; recognise that data may not be plausible and that this affects results

generate simple queries using AND/OR operators applied to data items within fields

use graphs to represent information; show all key features; justify their choice of chart or graph; produce a report from the information and check the accuracy of their conclusions			
consider examples of electronic databases in everyday life			
check whether the ICT tools they use are appropriate for the task			
2 Developing ideas			
2.1 Analysing & automating processes			
represent simple processes as diagrams to plan the task			
use automated processes to support consistency of style and presentation			
2.2 Models and modelling			
recognise the difference between data, text and formulae in a computer model and organise these so that the model is fit for purpose			
use a model to predict an outcome			
explain how rules govern a model			
2.3 Sequencing instructions			
rationalise a set of instructions by repeating sections			
plan and implement sets of instructions, predicting outcomes before execution			
3 Communicating information			
3.1 Fitness for purpose			
recognise the common layouts and conventions used in different types of communication and how these address intended and familiar audience needs			
recognise the limitations and opportunities of different layout formats and use these appropriately			

3.2 Refining and presenting information

use ICT to improve their work through drafting and refining

combine text, images, tables and sounds from a number of sources to convey meaning

match the content and style of their work to the audience and purpose

import and export data in appropriate formats

3.3 Communicating

capture, store and exchange information digitally by a variety of means

use digital communication to share information and collaborate with others for a purpose

recognise the risks associated with the sharing of personal information digitally and to take actions to protect themselves

4 Evaluating

4.1 Evaluating work

select ICT tools which will support the development and accuracy of their work, and learn the benefits of checking, correcting and refining their work as it progresses

agree and use simple criteria, and understand how to improve their work

explain the reasons for choices they have made

act purposefully on feedback

understand when to use ICT to solve a problem