

UNIT 7.5 OVERVIEW

The way that pupils complete this unit will vary depending how the database software is used. Some schools may prefer to create tables, forms, queries and reports from scratch whilst others will prefer the route of using the inbuilt wizards, which can show the concept of automating processes to 'support consistency of style and presentation'. Again, this unit has also has a focus; how we protect individuals and their data. This can be particularly important when teaching data capture forms.

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.

Act 1 - Task

<http://www.unh.edu/social-work/SW810/access.htm>

Act4 - Homework

http://www.school-resources.co.uk/Data_Capture_Sheet.htm

Lesson	Lesson learning objectives & content revision / notes		
1	Greater emphasis on data protection and how this occurs in our everyday lives. Reference this to unsolicited mail, giving personal details on Internet forms, etc.		
4	Nowadays, data capture forms have far more significance than before, therefore pupils should be aware of the implications of completing such forms and this can be discussed during the design of their own forms for this lesson. It may be appropriate and if school policy allows for pupils to e mail their data capture forms around the class or to other friends for completion. This may also be achieved by using shared collaborative working areas.		
5	Using wizards to automate the process, if not, discuss how we can maintain consistency of presentation and style. Some pupils may also be introduced to 'data entry' and 'checking' using simple validation techniques.		
6	Using wizards to automate the process.		
Level	Skill	Assessment Criteria	Knowledge & Understanding
5	Can use simple validation rules when setting up their tables.	Understands that data can be checked by the software for errors in entry	

YEAR 7 – UNIT 7.5

Lessons 1 - 6

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						