

		YEAR 7 OBJECTIVES (Includes System Down lesson)	Year 7 Units						
			1	2	3	4	5	6	
Finding Information	1.1 Using data & 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 & 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 & 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								
	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 & 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							
		• obtain information from a model and check this for plausibility							
2.3 Sequencing instructions		• rationalise a set of instructions by repeating sections							
		• plan and implement sets of instructions, predicting outcomes before execution							
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 & 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							
Evaluating	4.1 Evaluating work	• recognise the risks associated with the sharing of personal information digitally and to take actions to protect themselves							
		• 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							
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