

Information Technology

Programme of Study

- Use technology purposefully to create, organise, store, manipulate and retrieve digital content.

Skills

Create, Manage and Manipulate Digital Content

Text and images

On a range of devices:

- Develop correct use of the keyboard (e.g. spacebar, backspace, delete, shift (not caps lock) and enter keys).
- Add captions to photos and graphics.
- Select text appropriately e.g. highlighting or clicking text to select.
- Make simple changes to text e.g. colour, style and size.
- Select text from word lists (if necessary).
- Select appropriate images to add to work.
- Word process short texts directly onto the computer (i.e. do not just copy up handwritten work).
- Navigate round text in a variety of ways e.g. mouse, arrow keys, touch, when editing work.
- Save and store work in an appropriate area, and be able to print, retrieve and amend it.
- Use a range of digital devices to capture and save both still and moving images. These could include digital cameras, video cameras, tablets.
- Refine the use of shape, line and colour to communicate a specific idea or artistic style/effect through various tools including brushes, pens, lines, flood fill, spray and stamps.
- Talk about their use of graphics package and their choice of tools.
- Begin to make changes to images e.g. cropping using basic tools in image manipulation software.
- Upload images or video from cameras and other digital devices to a computer, or into a document, with support if needed.
- Create a sequence of images to form a short animation.
- Change the content of a project for a specific audience.
- Begin to add different forms of media together e.g. text and images in blogs or word processing documents.
- Organise and name files appropriately and accurately.

Knowledge and Understanding

Create, Manage and Manipulate Digital Content

Text and images

- Know that text can be different colours, sizes and styles and that these can easily be changed.
- Know that technology can be used to communicate ideas in different ways, e.g. text, images, tables and sound.
- Understand there are a variety of tools in graphics packages, each fulfilling a different purpose.
- Know that there are various ways of capturing still and moving images.
- Know the importance of giving an appropriate name to files.
- Know that files can be stored in folders and how the structure of the directory is ordered.
- Understand that files can be retrieved from their location and edited.
- Know what the term multimedia means.
- Understand the differences between a graphics package and paper based art activities.
- Know that there are various ways of capturing still and moving images.
- Understand the need to frame an image or scene and keep the camera still.
- Understand that animation is a sequence of still images.
- Know how to take images appropriately and responsibly.
- Understand how the mood of a piece can easily be changed through use of text, graphics and sound.
- Begin to understand that images, sounds and text can be subject to copyright.
- Start to understand that content needs to be changed according to the audience.
- Understand the importance that files need to be Organised and named files appropriately and accurately.

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Sound	Sound
<ul style="list-style-type: none"> ▪ Explore a range of electronic music and sound devices and software. ▪ Be able to listen to and to select a sound from a bank of pre-recorded sounds. ▪ Use sound recorders, both at and away from the computer, to record and playback sounds e.g. voices, instruments, environmental sounds. ▪ Use software to explore and create sound and musical phrases for a purpose. ▪ Use basic editing tools to change recorded sounds (speed up, slow down, reverse, echo) to alter the mood or atmosphere ▪ Use recorded sound files in other software applications. ▪ Be able to save sound files. ▪ Be able to share recordings with a known audience. 	<ul style="list-style-type: none"> ▪ Understand that most devices have stop, record and playback functions. ▪ Be aware that sound can be recorded and stored on the computer as a sound file.
Data handling	Data handling
<ul style="list-style-type: none"> ▪ Develop classification skills by carrying out sorting activities ▪ Use simple graphing software to produce pictograms and other basic tables, charts or graphs. ▪ Use graphing software to enter data and change a graph type, e.g. pictogram to bar chart. ▪ Interpret the graphs, discuss the information contained and answer simple questions. ▪ Sort and classify a group of items by asking simple yes / no questions. This may take place away from the computer, e.g. a 'Guess Who' game. ▪ Use a branching database program to sort and identify items. ▪ Use basic search tools in a prepared database to answer simple questions e.g. how many children have brown hair? 	<ul style="list-style-type: none"> ▪ Understand that IT can be used to sort items and information. ▪ Understand that IT can be used to create and display charts graphs. ▪ Develop an understanding of what datalogging can be used for (Science). ▪ Understand that IT can be used to add to and change charts and graphs quite easily. ▪ Begin to understand that unless data has been entered accurately it cannot be used to provide correct answers to questions.
Digital research – searching	Digital research – searching
<ul style="list-style-type: none"> ▪ Locate specific, teacher defined, age appropriate websites through a favourites menu and /or by typing a website address (URL) into the address bar in a web browser. ▪ Use technology to source, generate and amend ideas e.g. searching a resource such as Espresso for images by a specific artist. ▪ Talk about their use of technology and other ways of finding information, e.g. books, asking other people. ▪ Use and explore appropriate buttons, arrows, menus and hyperlinks to navigate teacher selected web sites, and other sources of stored information. ▪ Use key words to search a specific resource for information, e.g. Espresso and other websites, under the guidance and supervision of an adult. ▪ Be able to retrieve files from a computer using a search of the computer. 	<ul style="list-style-type: none"> ▪ Begin to understand that some websites are more useful than others when searching for topics. ▪ Understand that technology can give rapid access to a wide variety of information and resources, including internet, TV, DVDs ▪ Understand that there are different ways of finding information, e.g. books, asking other people ▪ Understand that different forms of information, e.g. text, images, sound, multimedia exist and that some are more useful for specific purposes than others. ▪ Understand that files can be retrieved and found on a computer using a search of the computer. ▪ Understand and discuss how information can be obtained and used to answer specific questions. ▪ Understand a website has a unique address and the need for precision when typing it. ▪ Begin to understand that not everything on the internet is true. ▪ Be aware that they can be accidentally diverted from websites through a link to a new website, advertising or pop-ups.

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Digital Literacy

Programme of Study

- Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

Skills	Knowledge and Understanding
<p>Online safety</p> <ul style="list-style-type: none"> Use technology safely. Keep personal information safe. Use technology respectfully. Recognise situations involving content and contact that are not safe, (e.g. In emails, text messages, videos) and know where to go for help. Minimise screen, turn off the monitor, or use back buttons to return to the home page if anything inappropriate appears on the screen. 	<p>Online safety</p> <ul style="list-style-type: none"> Know what it means to use technology safely. Understand what is meant by personal information. Understand how to keep personal information safe online. Know the rules for keeping safe online. Understand that personal information, e.g. email address, usernames, passwords, home address or telephone number should not be shared, either online or offline, without a trusted adult's permission. Know that they should not ask to meet anybody from the online world in the offline world. Know and abide by the school's rules for keeping safe online (age appropriate). Understand that technology should be used respectfully. Know where to go for help and support when they have concerns about content they have seen on the internet or other technologies. Know where to go for help and support when they have concerns about contact on the internet or other technologies. <p>Uses of technology</p> <ul style="list-style-type: none"> Recognise common uses of information technology beyond school.
<p>Electronic communication</p> <ul style="list-style-type: none"> Contribute ideas to class and group emails. Send an email, using a subject heading, to a known member of the school community e.g. another class teacher, bursar. Open and reply to an email from a known person. Contribute to a blog, journal or forum on the school's VLE. Develop an awareness of appropriate language to use in email and other forms of digital communication such as blogs. Begin to use webcams and /or video conferencing as a class, if appropriate and available, with external providers, another class or school. Talk openly about their use of online communication in school and at home. 	<p>Electronic communication</p> <ul style="list-style-type: none"> Understand that messages can quickly be sent electronically, via a range of devices, over distances and that people can reply to them. Understand that an email has to be sent to a unique email address and the need for accuracy in typing the address. Understand that electronic messages can be in the form of pictures, sound and/or text. Understand that some emails may be malicious or inappropriate and begin to recognise when an attachment may be unsafe to open. Understand the different ways that messages can be sent e.g. email, text messages, letter, phone, forums and begin to consider the advantages, or appropriateness, each one.

Computer Science

Programme of Study

- Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.
- Create and debug simple programs.
- Use logical reasoning to predict the behaviour of simple programs.

Skills

Programming

- Give and follow commands (one at a time) to navigate other children and programmable toys around a course or a familiar journey, including straight and turning movements.
- Plan, generate and follow a sequence of instructions (actual and on-screen) to make something happen; or complete a given task or problem to create a simple program.
- Explore and create sequences of commands/instructions in a variety of programs/devices.
- Make predictions and describe the effects when creating programs and controlling devices.
- Identify errors in instructions.
- Use logical reasoning to predict what will happen in simple programs.

Simulations and modeling

- Explore simulations of real and virtual environments e.g. BBC science clips, virtual plants and pets.
- Make informed choices when exploring what happens in a simulation.
- Discuss use of simulations and compare with reality, e.g. a simulation of a science experiment.
- Talk about the rules found in simulations.

Knowledge and Understanding

Programming

- Understand that algorithms are a series of steps or instructions to achieve a specific goal.
- Understand that devices respond to commands.
- Understand the meaning of the term program.
- Talk about devices in the home that are controlled by commands.
- Understand that prediction, trial and error are important considerations when creating programs or controlling movement.
- Understand that there are different ways to create or produce a sequence of commands, including verbal, recorded, graphical, pressing buttons and on screen methods.
- Understand what debugging is and begin to understand that you can develop strategies to help find bugs.
- Understand what logical reasoning is and how it can be used to predict what happens in simple programs.

Simulations and modeling

- Understand that computer simulations can represent real and virtual environments.
- Understand that computer simulations allow the user to explore options and make choices, recognising that different decisions produce different outcomes.

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Possible Cross-curricular links, especially opportunities for English, Mathematics and Computing within teaching:	
English links	Learning and using relevant vocabulary. Discussing dilemmas and situations giving view points and reasons.
Mathematics links	Position vocab -when completing the poster (above / below/ next to etc).
Computing links	•
Other links	PHSE topics – stranger danger and discussing dilemmas etc
Possible Experiences including visits/visitors/other:	
Consider what could augment your planning to really enthuse the children in your class: <ul style="list-style-type: none"> • A Poster competition (Week 4) 	
Display/Resources:	
Consider what resources could be brought into the classroom and what display work could be completed either before/during or after topic is taught: <p>Use posters to display around the classroom / school.</p>	

Session	Key Objective from skills listed above (What is it that you want the children to learn?)	Possible Activities including use of Computing and other technologies, and showing at least 3 differentiations	Outcomes/Evidence of what they have learnt (Where will this be found? Will it be in a book? Topic book? Display? Photographic evidence?)	Possible extension into homework if appropriate to enhance and deepen learning
1	<ul style="list-style-type: none"> ▪ Understand that technology should be used respectfully. 	<p>Tell the children we are going to learn about internet safety. Ask them what they think it means and discuss.</p> <p>Watch this short clip showing the use of computers in the world around us. http://www.bbc.co.uk/education/clips/zqkj2hv</p> <p><u>Discuss other examples and in particular think of devices the children themselves may use / come into contact with.</u></p> <p>TASK In pairs / small groups make a list of as many different types of computer as you can and illustrate them. Include devices such as game consoles, ipads, lap tops, televisions, nintendos etc.</p>	<p>Illustrated lists & class list of different types of computer we use in our everyday lives.</p>	<p>Encourage the children to discuss what they have learned at home with their parents and families and bring back any comments or information to school for class discussion if appropriate.</p>

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		<p>Make a class list together and discuss how we use each item / what we use it for.</p>		
2	<p>Know that it is important to keep personal information safe</p>	<p>Recap that we are learning about internet safety and remind ourselves of some of the devices the children use at home.</p> <p>Watch this video about two children playing a computer game who get into trouble (rap at the end). https://www.youtube.com/watch?v=-nMUbHuffO8 Discuss.</p> <p><u>TASK</u> Discuss the things we have learned so far. Use some of the 'LESSON 2 Prompt Cards' either in pairs / groups / as a class. Ask one child to read out the dilemma and the others discuss giving reasons. (You could act out a few scenarios if time allows).</p>	<p>Photos / videos of the children discussing / acting out dilemmas from the prompt cards.</p>	<p>Encourage the children to discuss what they have learned at home with their parents and families and bring back any comments or information to school for class discussion if appropriate.</p>
3	<p>Understand that sometimes we may come across something that upsets us on a device, and learn what to do if that happens, e.g. tell an adult</p>	<p>Remind ourselves that we are learning about Internet safety and what that means. Recap what we have learned so far.</p> <p>Watch this video about a girl who gets pop ups & panics. Dad comes to the rescue. https://www.youtube.com/watch?v=d5kW4pI_VQw</p> <p>Discuss. Together make a class list of internet safety rules we have learned so far and save for next week.</p> <p><u>TASK</u> In pairs decide on an aspect of internet safety you would like to turn into a poster / information sheet.</p>	<p>Class list of rules and facts.</p>	<p>Encourage the children to discuss what they have learned at home with their parents and families and bring back any comments or information to school for class discussion if appropriate.</p>

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		In pairs discuss and roughly decide what you would like it to look like and what pictures / text you need to include to make it effective.		
4	Know how to turn off the monitor or minimise the screen if something that upsets us comes on to the screen, but not to turn the device off – so that the adult we tell can deal with the problem	<p>Remind ourselves that we are learning about Internet safety and what that means. Recap what we have learned so far.</p> <p>Remind the children of some of the dilemmas we discussed and that if anything upsetting appears or anything we are unsure of</p> <ol style="list-style-type: none"> 1. Minimise the screen (show children how to do this). 2. Tell an adult. <p>Look at the list we made last lesson and remind ourselves of which aspect we chose and roughly planned in pairs.</p> <p><u>TASK</u> Using the lap top computers in pairs, design a poster / information sheet on their chosen aspect of Internet safety. Include both text and images and a variety of effects.</p> <p>Show each piece of work to the class on the IWB. (Ask the other children to point out positive points and ideas for improvement if appropriate).</p> <p>Allow the children time to edit / improve their work accordingly If needed. Some good examples can be made into posters and displayed around the classroom / school.</p>	Internet safety poster / information sheet.	Encourage the children to discuss what they have learned at home with their parents and families and bring back any comments or information to school for class discussion if appropriate.
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Internet Safety

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