

**BLESSED TRINITY LEARNING PROGRAMME**

**SUBJECT: ICT**

**YEAR: 7**

**Half Term: 1**

<b>Title</b>	<b>Learning Objectives</b>	<b>Classroom Activity</b>	<b>Recommended Homework</b>	<b>Marking &amp; Assessment</b>
<b>Getting Started</b>	<p>Understand the rules and expectations of the ICT classroom</p> <p>Understand how to log on to the network and on to Moodle</p> <p>Understand how to set up folder structure</p>	<p>Network and Moodle Passwords and logins given and tested</p> <p>Pupils are introduced to the school network and where to find software</p>	<p>Log on to Moodle and write about your experiences of using ICT at KS2.</p>	<p>Teacher checks areas to make sure they have been created properly</p>
<b>Baseline Assessment</b>	<p>Baseline test</p>	<p>Written assessment to establish starting level for ICT.</p>		<p>Marking of test. Teacher feeds back to pupils individually with level.</p>
<b>CAT Test</b>	<p>Baseline tests</p> <p>Verbal</p> <p>Non-Verbal</p> <p>Quantitative</p>	<p>Pupils complete online tests</p>		

## BLESSED TRINITY LEARNING PROGRAMME

**SUBJECT: ICT**

**YEAR: 7**

**Half Term: 2**

Title	Learning Objectives	Classroom Activity	Recommended Homework	Marking & Assessment
E-Safety	<p><b>Research</b></p> <p>Understand Information can be provided using both primary or secondary sources</p> <p>Explain how E-safety information can be provided in both primary and secondary forms</p>	<p>Complete primary and secondary research task on Moodle</p> <p>Use the recommended websites to explain how they match audience and purpose</p>	<p>Complete learning journal to show what you have done during the lesson.</p> <p>Superheroes homework</p>	<p>Checking understanding of primary and secondary sources.</p>
E-Safety	<p><b>Specify Presentation</b></p> <p>Suggest Topics for an e-safety presentation to be delivered to a year 6 audience. Also state the type of presentation</p>	<p>Write plan for the presentation specifying audience and purpose</p> <p>Design a presentation using storyboard templates</p> <p>Use top tips for e-safety</p>	<p>Complete design for the presentation</p>	<p>Check designs are suitable.</p>
E-Safety	<p><b>Different Presentation Software</b></p> <p>Pupil use and evaluate the best presentation software to use for their presentation</p>	<p>Pupils learn skills of using software such as: teacher may adapt as necessary</p> <p>Movie Maker</p> <p>Audacity</p> <p>Comic Life</p>	<p>Collect relevant images for presentation</p>	<p>Observation in lesson</p>
E-Safety	<p><b>Create Presentation</b></p> <p>Make a multimedia presentation not using PowerPoint.</p>	<p>Pupils refer to their storyboard templates to create their presentations. They must use appropriate software suitable for their audience and purpose</p>	<p>None</p>	<p>Self and peer evaluation of the presentation.</p>
E-Safety	<p><b>Evaluate Presentation</b></p> <p>Pupils check their own work and evaluate its quality against their specified objectives</p>	<p>Pupils use writing frame to guide their evaluation.</p> <p>Extension for more able – they add additional criteria for evaluation.</p>	<p>None</p>	<p>End of Unit assessment.</p>

**BLESSED TRINITY LEARNING PROGRAMME**

**SUBJECT: ICT**

**YEAR: 7**

**Half Term: 3**

<b>Title</b>	<b>Learning Objectives</b>	<b>Classroom Activity</b>	<b>Recommended Homework</b>	<b>Marking &amp; Assessment</b>
<b>Understanding Modelling and Simulations</b>	<b>What is a model</b>  Pupils look at how computer can be used to model real life situations	Use what if scenarios in a zoo model. Predict how much food and money is needed to feed all the animals	Spot the difference	Teacher assessment during lesson
<b>Understanding Modelling and Simulations</b>	<b>Identify the key parts of a model</b>  Pupils understand the difference between rule, variable, data, text, and formulae.	Use the model to investigate rules, variables, data and text are used in models	Label a key parts worksheet	Peer assessment
<b>Understanding Modelling and Simulations</b>	<b>Use model features (formatting)</b>  Pupils learn how to alter a model by using formatting tools	Formatting cells, formatting data, annotating models, adding colours.	None	Self Assessment

**BLESSED TRINITY LEARNING PROGRAMME**

**SUBJECT: ICT**

**YEAR: 7**

**Half Term: 4**

Title	Learning Objectives	Classroom Activity	Recommended Homework	Marking & Assessment
<b>Developing Modelling and Simulations</b>	<b>Develop a model with formulas</b>	Pupils are given a model and they have to develop it by adding additional formulas to solve a problem	Pupils investigate what a simulation is	Teacher assessment
	<b>Crash test simulator</b>  Pupils will understand how we use rules and variables in models to control simulations.	Pupil use a crash test simulator model  They discuss the pros and cons of simulators  They change the variables to predict how the model will behave	Complete crash test simulator worksheet	Peer Assessment
	<b>Create space a model</b>  Pupils follow instruction to make a model to see your weight on different planets	Pupils independently follow the instructions to create and develop their own model. This tests their ability to work independently.	None	
	<b>Create your own sweet shop model</b>  Mr Bell's Sweet shop  All students should be able to (Level 3):  Demonstrate their understanding to create a rule to calculate total sales. <i>Even better if (Level 4):</i> You are able to create a bar chart to show results of monthly sales. <i>Excellent if (Level 5):</i>  You are able to create additional charts to later use in the report were you make recommendations to Mr Bell to help increase his sales	Pupils will create a sweet shop model to calculate the profit and loss of a simple business.	Rules and Variables	Assessed piece of work. Teacher assessment.

**BLESSED TRINITY LEARNING PROGRAMME**

**SUBJECT: ICT**

**YEAR: 7**

**Half Term: 5**

<b>Title</b>	<b>Learning Objectives</b>	<b>Classroom Activity</b>	<b>Recommended Homework</b>	<b>Marking &amp; Assessment</b>
<b>Murder most horrid</b>	<p><b>What is a database</b></p> <p>Identify data type</p> <p>Correct a given database</p> <p>Understand how data is organised</p> <p>Verification of data</p>	Pupils are given a list of murder suspects. They search the database to find errors.	Find examples of different data types	Peer assessment
	<p><b>Using a database</b></p> <p>Device criteria for searching a database</p> <p>How to search for information in a database</p>	Pupils collect information about a murder in school. They then use the clues to search a database to find the culprit	Find examples of databases in the real world. Explain how the information is organised	<p>Self assessment by solving the crime</p> <p>Teacher assessment of the method for finding the solution</p>
<b>Game on Making a Pacman game</b>	<p><b>Making a character</b></p> <p>To use simple programming software.</p> <p>To develop your skills to create a sprite character.</p> <p>To sequence instructions for specific outcomes</p>	Pupils use scratch software to create a sprite sheet. They then program the character animate automatically		Self Assessment
	<p><b>Planning a game</b></p> <p>plan a simple game</p> <p>create the layout for the game</p>	<p>Use tools to create a background.</p> <p>Develop the background into a maze for pacman.</p>	Pupils research sprites and explain how these can be used in computer gaming.	<p>Teacher assessment of progress.</p> <p>Formative feedback given to students on their design</p>

## BLESSED TRINITY LEARNING PROGRAMME

**SUBJECT: ICT**

**YEAR: 7**

**Half Term: 6**

Title	Learning Objectives	Classroom Activity	Recommended Homework	Marking & Assessment
<b>Game on - Continued</b>	<p><b>Controlling the character</b></p> <p>Pupils learn program that character to move on command.</p> <p>Develop the program so the character will move under specific conditions</p>	<p>Pupils use scratch to program the character sprite with target sprites. They add additional code to make the characters change direction using keys.</p> <p>The code is then further developed to include the map</p>	None	Teacher formative assessment
<b>Game on - Continued</b>	<p><b>Working with variables</b></p> <p>Use variables to control events in a game Set the value of variable to ensure correct game play</p>	<p>Pupils develop their game. Add target sprites that pacman collects</p> <p>Pupils add variable counters</p> <p>Pupils program conditions for completing the game.</p>	Pupils write an explanation about the impact of multimedia in video games.	Teacher formative assessment
	<p><b>Developing the game play</b></p> <p>Add multimedia to the game Adapt existing sprites Set up end of game conditions</p>	<p>Pupils use scratch to add sounds from a back of resources.</p> <p>Pupils add more complex code to set up conditional scenarios for ending the game.</p>	Pupils list 3 things they can evaluate their game with.	
	<p><b>Evaluation</b></p> <p>Pupils explain the process of completing the topic Pupils explain their reasons for their design choices Pupils explain how the game could be improved and developed</p>	<p>Pupils use the evaluation template to explain how they performed during the topic</p> <p>Extension – pupils write their own additional evaluation criteria and explain their performance.</p>	None	Self evaluation