BLESSED TRINITY LEARNING PROGRAMME

SUBJECT: ICT   **YEAR:** 8   **Half Term:** 1

Title	Learning Objectives	Classroom Activity	Recommended Homework	Marking & Assessment
Ghost World Data Handling	**Analysing Results** Identify different ways in which results can be presented Applying suitable features of software to calculate results Present information that is suitable to interpret	Pupils to create own spreadsheet to collate results of their questionnaire adding rules to calculate the totals Create suitable charts and graphs to present the results	Explain why charts are used to present information collected	Formative Teacher Assessment on the analysing/presenting of information
Ghost World Data Handling	**Reporting back to Ghost World** Summarise the finding to information collected Identify key parts of a report	Pupils are to draw their own conclusions from the information that they have collected and analysed. Pupils will write a report in software of their choice back to Ghost World outlining their key findings	None	Summative teacher assessment on hand drawn sketches
Ghost World Marketing	**Marketing the new Ride** Pupils to gather ideas on different ways to market the ride Plan design for information point	Discussion on different ways to digitally market ride. Pupils plan the design of information point on Paper specifying colour choices/layout and content	Complete the hand drawn designs based on self assessment	Self assessment against criteria of hand drawn designs

Title	Learning Objectives	Classroom Activity	Recommended Homework	Marking & Assessment
Ghost World Marketing	**Designing assets for Information point** Pupils to identify suitable colour schemes for target audience Use features of fireworks to create suitable graphics	Pupils to create their own assets using Macromedia Fireworks, following instructions given. They must design their own assets choosing suitable colours and graphics for Information point	Create a information point site map to show how pages are linked together	Teacher Observation in lesson on the development of information point
Ghost World Marketing	**Creating the information point** Combine primary and secondary assets on a webpage Link different pages together to make it interactive	Pupils are to create their information point using Dreamweaver linking pages together	List different primary and secondary sources of information and why it is important to acknowledge sources	Formative teacher assessment of their information point
Ghost World Marketing	**Evaluation of information point** Evaluation of Information point Suggest ways of improving information point to make it more suitable for target audience	Peer and self assessment of work, pupils to check work against the given criteria and tick elements of work which they have completed.	None	Self/Peer Assessment of evaluation

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SUBJECT: ICT **YEAR:** 8 **Half Term:** 2

Title	Learning Objectives	Classroom Activity	Recommended Homework	Marking & Assessment
Ghost World **Data Handling**	**Solving the Problem** Analyse and Identify the problem to be solved Summarises how the main tasks are to be solved using ICT	Read the email and identify the problems that need to be resolved for Ghost World. Pupils to complete the analysis explaining how they will use ICT to solve the problem	Start the Moodle Journal – pupils to explain what they are aiming to do for Ghost World	Teacher assessment during lessons Teacher Assessment of homework
Ghost World **Data Handling**	**Hypothesis and Planning** Understand the term hypothesis and develop own hypothesis Break down the tasks to and develop a plan for project	Discuss the term hypothesis Pupils to write their own hypothesis for Ghost World Project Pupils to create a project plan of their work including times and dates	Update learning journal	Class discussions to check understanding of the term hypothesis Self and peer assessment of hypothesis and plan
Ghost World **Data Handling**	**Research** Apply advance search techniques when researching using the Internet Identify and use keywords when researching	Pupils to complete the research table identifying features of theme park rides that are suitable for two different target audiences	Pupils to explain what features they like in a theme park ride in Moodle	Summative Teacher assessment of features used to solve different problems

BLESSED TRINITY LEARNING PROGRAMME

SUBJECT: ICT   **YEAR: 8**   **Half Term: 2**

Title	Learning Objectives	Classroom Activity	Recommended Homework	Marking & Assessment
Ghost World **Data Handling**	**Data Collection** Understand the how information is collected and stored Identify different data types used in a database	Pupils to add records about rides they have researched onto the database	Update learning journal	Peer/Self Assessment of the different rides added
Ghost World **Data Handling**	**Data Collection** Aware of different questioning styles Identify ways in which to prove hypothesis Phrasing questions to find information needed	Discussion on questioning styles – look at open/closed questions. Advantages and disadvantages of both types of questioning Complete worksheet on ways to collect information and prove hypothesis Create a questionnaire using appropriate ICT tools	Print off Questionnaire and ask other to complete	Class discussions different types of questions Formative teacher assessment of completed questionnaire
Ghost World **Data Handling**	**Data Collection Online** Compare paper and online base method of collecting information	Pupils to register and log onto survey monkey. Copy the questions from paper onto survey monkey	Discuss the two methods of collecting information and explain which they prefer giving reasons	Teacher observation during lessons

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SUBJECT: ICT   **YEAR:** 8   **Half Term:** 3

Title	Learning Objectives	Classroom Activity	Recommended Homework	Marking & Assessment
Spreadsheet Features	**Using formula** Identify tools used in a spreadsheet Pupils to use formula and functions to calculate	Pupils to identify the different parts of Microsoft Excel which they will be using in the topic Using formula to calculate simple sums State the advantages of using formula	Pupils to complete worksheet on cell reference and formulas	Self assessment of identifying different part of excel and use of formula
Spreadsheet Features	**Formatting a spreadsheet** Explain how spreadsheet can be formatted Aware of different data types used to format cells Format spreadsheet appropriately	Discussion on what is meant by the word "Formatting" and how a spreadsheet can be formatted Pupils to format a spreadsheet Pupils list 5 ways a spreadsheet can be formatted	None	Class discussion on what formatting is and why it is used in spreadsheets. Summative teacher assessment on formatting of a spreadsheet
Spreadsheet Features	**Charts and Graphs** Understand the use of charts to present results Present different types of charts	Pupils are to create both simple and comparisons charts and answer questions based on the charts that you have created.	Print charts and annotate to explain what they show	Summative teacher assessment of the different charts created

BLESSED TRINITY LEARNING PROGRAMME

SUBJECT: ICT   **YEAR:** 8   **Half Term:** 3

Title	Learning Objectives	Classroom Activity	Recommended Homework	Marking & Assessment
Spreadsheet Features	**Goal Seek** Predict different outcomes using trail & improvement and goal seek Compare the use of Trial & Improvement and goal seek	Pupils to practise the use of trail and improvement and answer the questions based on this method of making predictions. Pupils to practise the use of goal seek and answer the questions based on this method of making predictions Compare the advantages and disadvantages of using trial and improvement/goal seek	Give reasons why businesses would want to use Goal Seek	Teacher observation during class of using both methods Summative teacher assessment of questions answered and listing their advantages/disadvantages
Spreadsheet Features	**Assessed Tasks** Pupils to sit computer based test to review learning	Pupils are to complete the online auctions assessed task	None	Formative Teacher assessment of assessed task
Spreadsheet Features	**Web Query** Import external data onto a spreadsheet. Sort and present external data	Pupils to import data from the Internet which is then updated regularly. Videos are used to help pupils to import data and create a web query. Format the spreadsheet appropriately and present the findings in a suitable chart	Give examples of where information needs to be updated regularly	Summative teacher assessment

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SUBJECT: ICT   **YEAR:** 8   **Half Term:** 4

Title	Learning Objectives	Classroom Activity	Recommended Homework	Marking & Assessment
Spreadsheet Features	**Data Validation** Pupils to validate cells to restrict user input	Pupils to research and find suitable questions for the quiz. Add data validation to help user answer the questions.	Pupils to make a list of things that they need to do for their online quiz	Peer assessment of using data validation
Spreadsheet Features	**IF Statements** Apply IF statements to check answers	Look at different IF statements and interpret what they do. Write IF statement out and pupils to pick out elements of the formula and understand the different parts. Pupils follow instructions from video on writing IF statements that check the answers to the quiz	Investigate what conditional formatting is within Microsoft excel and how it could be used?	Class discussion on IF statements and writing IF statements Peer Assessment to test weather IF statement are working
Spreadsheet Features	**Conditional Formatting and count if** Apply formatting to cells based on answer being correct or incorrect and counts IF to keep score	Discussion on what conditional formatting is? What are the benefits of conditional formatting? Apply conditional formatting to the quiz	None	Class Discussion on conditional formatting Self Assessment of use of conditional formatting in their quiz and count if Formative Teacher assessment of final completed quiz

Title	Learning Objectives	Classroom Activity	Recommended Homework	Marking & Assessment
Control Technology Using Flowol	**Sequence of Instructions** Understand that importance of giving instructions in the correct order. Compile flowcharts to order instructions	Working in pairs, pupils give instructions of making a cup of coffee. Review the instructions and look for common errors. Pupils to identify the different shapes used in flowcharts and their purpose. Write the order of making coffee using a flowchart	Write flowchart for the sequence of traffic lights	Class Discussion Peer assessment
Control Technology Using Flowol	**Using Flowol** Order sequence of instructions using flowol Refine instructions	Pupils to use the zebra crossing mimic and create a flowchart which enables the zebra crossing lights to flash on/off	Print and annotate flowchart	Summative teacher assessment of flowchart
Control Technology Using Flowol	**Using Flowol** Compile sequence of instructions using a decisions	Pupils to look at different scenarios where decisions need to be made where there is only two possible answers. Pupils to use the lighthouse mimic to create a flowchart where the beacon will flash on/off when the sun is off. Pupils to complete the other two outputs of the mimic which are the foghorn and internal lights	Annotate the flowchart that they have created	Peer assessment of flowchart using decisions. Formative teacher assessment of completed flowchart

BLESSED TRINITY LEARNING PROGRAMME

SUBJECT: ICT   **YEAR:** 8   **Half Term:** 5

Title	Learning Objectives	Classroom Activity	Recommended Homework	Marking & Assessment
Control Technology Mission Maker	**Evaluating computer games** Identify key concepts of computer games Comment on improvements needed	Play to pre-loaded games in Mission maker and review the games. Complete worksheet Identify features of a good game	Answer 2 questions about control technology in the learning journal	Summative teacher assessment of evaluation
Control Technology Mission Maker	**Adding Locations and Characters** Arrange different locations and characters within a map	Pupils to create their world setting out locations on the map which will form part of their game. Rename rooms form default. Add characters that will be used on the game	Answer 2 questions about control technology in the learning journal	Teacher observation in lesson on progress off game

Title	Learning Objectives	Classroom Activity	Recommended Homework	Marking & Assessment
Control Technology Mission Maker	**Adding props, active props and pickups** Aware of the difference between props and active props Refine game using props, active props and pickups	Discussion on what is meant by the word "prop" Differentiate between a prop and active prop Explore the different props, active props and pickups Add prop, active props and pickups to develop the game	Answer 3 questions on props, active props and pickups	Class discussion + questioning on the difference between prop and active prop Teacher observation during lesson of game development
Control Technology Mission Maker	**Actions and Rules** Understand the need for instructions Apply rules to game in order to become interactive	Pupils investigate the different actions that can be added to particulars characters, active props and pickups. Look at the roles of the different triggers that can activate a rule Add rules to the game	Pupils to explain the role of each trigger which is used to put rules into game.	Teacher observation during lesson of game

Title	Learning Objectives	Classroom Activity	Recommended Homework	Marking & Assessment
Control Technology Mission Maker	**Adding speech and pop ups** Apply speech and pop ups in the game to make it more interactive	Pupils to write instructions for player at the start of the game and prompts during the game to assist the game player. Pupils can record speech and attach to particular players in the game	None	Teacher observation during lesson of pupils recording and applying speech/pop ups to game
Control Technology Mission Maker	**Evaluating game** Pupils to evaluate game through peer and self assessment	Pupils to carry out self/peer evaluation of their game to see if all elements of the game have been met	None	Summative teacher assessment of evaluation Formative teacher assessment of game once completed.