

Course Overview – ICT prepares pupils to participate in a rapidly changing world in which work and other activities are increasingly transformed by access to varied and developing technology. Pupils use ICT tools to find, explore, analyse, exchange and presenting formation responsibly, creatively and with discrimination. They learn how to employ ICT to enable rapid access to ideas and experiences from a wide range of people, communities and cultures. Increased capability in the use of ICT promotes initiative and independent learning, with pupils being able to make informed judgements about when and where to use ICT to best effect, and to consider it's implications for home and work both now and in the future.

Resources

- Laptops/Personal Computers.
- Fully functioning version of Microsoft Office (Word, PowerPoint, Publisher, Access & Excel. Plus either, FrontPage, Expression or any other Website Authoring software, like Kompozer, Dreamweaver etc.).
- USB/Flash Drive.
- Folder to store printouts.
- Basic Stationary (pens, pencils).
- Homework Diary.
- Text Books/Past Papers (Yrs 10 & 11).

Additional Points...

Pupils should bring chargers for their Laptops, and any other additional hardware that may be required e.g. Mouse, Mats etc. Headphones are not allowed, unless required for a lesson on which occasion notice will be given.

The use of External Flash drives is highly recommended, but any additional content should not be accessed without permission (e.g. Movies, Music etc.) Make sure you carry stationary and your homework diary to make note of any additional work that has been set, along with notes on what you may not have completed in class and will need to finish at home.

Teacher's Expectations/Discipline Policy

Laptops MUST be brought to EVERY lesson!

During the lesson, only programs instructed by the teacher are to be used.

Pupils must not access the Internet without permission.

All portable wireless USB internet connections are banned, as are Mobile Phones & MP3 players.

Any Volume Controls on the Laptops must be muted in class.

Pupils MUST speak in English at all times.

Good Practice...

Arrive to the lesson on time.

Line up quietly outside the Lab before entering the lesson in an orderly fashion.

While waiting for your teacher, make sure you are wearing your uniform correctly.

Sit down at a computer, log on and unpack all of the equipment you will need for the lesson.

Listen carefully to your teacher and carry out the instructions given to you.

At the end of the lesson, save your work, log off and pack away, tuck your stool in tidily and wait quietly to be dismissed.

Set the Language & Dictionary on all Office programs to 'English (UK)'

Do's and DON'T's

PLEASE DO!

Put your hand up if you have any questions or would like assistance, as not to raise the noise level in the class.

Help each other to work and always try your hardest.

Be on time to meet deadlines.

Follow instructions and listen carefully.

All class and homework given.

PLEASE DON'T!

Shout out or speak whilst someone else is talking.

Be rude or talk back to ANYONE in the class.

Get out of your chair. (Unless given permission to do so.)

Disturb those around you!

Do not drink / chew / eat in class or drop litter.

Access software or files that you have not been given permission to open or use!

Organisation

- Organise your store directory into logical folders & sub-folders.
- Start each piece of work with the subject title and include a header of your name and the days date.
- Always save your work as a name that reflects the topic/subject matter you are working on.
- Make sure that you have utilised any facilities (canteen/bathroom) during breaks, or before/after class as missing any parts of the lesson could result in a limited understanding of the work being undertaken and hamper any future learning, assessment or collation of marks.

Always aim to be:-

Eager and willing to learn. On time and fully equipped for lessons. Polite and well mannered. Kind, considerate and thoughtful. Quiet and hardworking.

Rewards ☺

Praise, Success, Certificates, Merits, Competition Entries, Prizes, Glowing references, Fame (KNES Website/Yearbook/News Articles)

Consequences ☹

Moved to another seat in class, Behaviour Report Sheet Completed, Break Time Detention and then Weekend Detention.

Placement on ICT report, Parents will be informed... ALSO Misdemeanors will be noted on your end of term report (which could affect your University application after you leave KNES.) Possibility of being excluded!

Programme of Study - Knowledge, skills and understanding

Finding things out

1 Pupils should be taught:

- to be systematic in considering the information they need and to discuss how it will be used.
- how to obtain information well matched to purpose by selecting appropriate sources, using and refining search methods and questioning the plausibility and value of the information found
- how to collect, enter, analyse and evaluate quantitative and qualitative information, checking its accuracy [for example, carrying out a survey of local traffic, analysing data gathered in fieldwork].

Developing ideas and making things happen

2 Pupils should be taught:

- to develop and explore information, solve problems and derive new information for particular purposes [for example, deriving totals from raw data, reaching conclusions by exploring information]
- how to use ICT to measure, record, respond to and control events by planning, testing and modifying sequences of instructions [for example, using automatic weather stations, datalogging in fieldwork and experiments, using feedback to control devices]
- how to use ICT to test predictions and discover patterns and relationships, by exploring, evaluating and developing models and changing their rules and values
- to recognise where groups of instructions need repeating and to automate frequently used processes by constructing efficient procedures that are fit for purpose [for example, templates and macros, control procedures, formulae and calculations in spreadsheets].

Exchanging and sharing information

3 Pupils should be taught:

- how to interpret information and to reorganise and present it in a variety of forms that are fit for purpose [for example, information about a charitable cause presented in a leaflet for a school fundraising event]
- to use a range of ICT tools efficiently to draft, bring together and refine information and create good-quality presentations in a form that is sensitive to the needs of particular audiences and suits the information content
- how to use ICT, including e-mail, to share and exchange information effectively [for example, web publishing, video conferencing].

Reviewing, modifying and evaluating work as it progresses

4 Pupils should be taught to:

- reflect critically on their own and others' uses of ICT to help them develop and improve their ideas and the quality of their work
- share their views and experiences of ICT, considering the range of its uses and talking about its significance to individuals, communities and society
- discuss how they might use ICT in future work and how they would judge its effectiveness, using relevant technical terms
- be independent and discriminating when using ICT.

Breadth of study

5 During the key stage, pupils should be taught the **Knowledge, skills and understanding** through:

- working with a range of information to consider its characteristics, structure, organisation and purposes [for example, using database, spreadsheet and presentation software to manage membership and finances of a club and present the annual report]
- working with others to explore a variety of information sources and ICT tools in a variety of contexts
- designing information systems and evaluating and suggesting improvements to existing systems [for example, evaluating a web site or researching, designing and producing a multimedia presentation for a science topic]
- comparing their use of ICT with its use in the wider world.

The Structure of the National Curriculum

The national curriculum applies to pupils of compulsory school age in maintained schools. It is organised on the basis of three key stages. For each subject, in each of the key stages listed, programmes of study set out what pupils should be taught and, for Key Stages 2 and 3, attainment targets set out the expected standards of pupils' performance.

At the end of Key Stages 2 and 3, standards of pupils' performance are set out in eight level descriptions of increasing difficulty, with an additional description above Level 8 to help define Exceptional Performance.

At Key Stage 4, external qualifications are the main means of assessing attainment in the national curriculum. The syllabus for the Cambridge International Examination combines theoretical and practical studies focusing on the ability to use common software applications. Divided into three examinations, totaling 7 hours, The two assessment objectives in ICT are:

AO1 Practical skills, where candidates should be able to demonstrate their ability to use a range of software packages in practical and work-related contexts. Plus, **AO2 Knowledge and understanding**, where candidates should be able to demonstrate their knowledge and understanding of the structure of ICT systems, the roles of these systems in organisations and their impact on society.

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Key Stage	Year Grouping	Average Age Range	Estimated Level Range	Expected Attainment
Key Stage 2	3 - 6	7 - 11	2 - 5	3/4
Key Stage 3	7 - 9	11 - 14	3 - 7 (8)	5/6
Key Stage 4	10 - 11	14 - 16	Examination	Performance

Term Topic Areas

The 4 year programme of study beginning in KS2, and progressing into KS3 will be taught within a rolling 2 year cycle, which will allow for each student to cover all of the key focus areas in preparation for the IGCSE 2 year syllabus, and result in students starting the curriculum in Year 6, experiencing the facilities of each of the differing software package twice, as they make the transition into Year 7, and then through years 8 & 9 also:

Year 1, Term 1	Year 1, Term 2	Year 1, Term 3	Year 2, Term 1	Year 2, Term 2	Year 2, Term 3
Communicating Information.	Technology & Control.	Data Handling.	Modelling Data.	ICT Competition.	Website Authoring.
Software: Microsoft Word, Publisher & PowerPoint.	Software: Microsoft Word, PowerPoint & Logo.	Software: Microsoft Access & PowerPoint.	Software: Microsoft Excel, Word & PowerPoint.	Software: ALL	Software: Microsoft FrontPage & PowerPoint.

Depending on the point in which the student joined the sequence, the scheme of work will be followed not only progressively throughout the years as they move from KS2 and into KS3, but cyclically across the terms in order to cover key points within the focus area and by each group completing a different set of projects, which are differentiated not only by year but by a Levelled ability structure which is suited to the relevant tasks.

Year 2, Term 2	Task/Topic Area	Learning Outcomes
Week Range 1-11	Communicating Information Modelling, DTP, Presentations & the Internet	Students will be able to: -
1	Introduction to the schools Internet safety agreement	Work within agreed boundaries of use, limit and appropriateness and be aware of the sanctions if the boundaries are abused.
2 - 3	A theoretical Introduction to the Internet, examining what it is, and practically - how it can be used.	Apply IGCSE theory paper style information, into a practical context to understand key terms (WAN, URL etc.) and how to search and select relevant information from a search engine.
4 - 5	Introduction to Cyber Safety, why it's important and the steps we can take to ensure that we are safe users of the world wide web.	Investigate methods of communication, using surveys and charts to examine existing knowledge (Spreadsheets) of safety and collate resources and information to help promote E-safety (Word Pro)
6 - 7	ICT Competition/ Introduction/ Consolidation of DTP (Desk Top Publishing)	Use their knowledge of cyber safety to produce a poster (7), informative flyer (8), leaflet (9) to inform school users how to stay safe while surfing the internet.
8 - 9	ICT Competition finale and consolidation of PowerPoint skills.	Create a slideshow, which younger users of the internet (KS2) could use as a screensaver to remind them of potential hazards when using the internet.
10 - 11	Spare week to cover printing, lessons lost due to holidays/other time tabling eventualities and revision for the examination week.	Complete all given tasks for the end of term assessment, print and submit for marking. Time for revision and consolidation of topics and resources will be given in order for pupils to successfully pass the examination.

Please note: that while Years 7, 8 & 9 will be completing very different project work, in other words, the focus of the programme being studied at the time e.g. spread sheet, web page etc. will be different in order to accommodate the ability range and age of each class. As this will be the student's first formal introduction to each aspect of software for that specific term, the objectives and outcomes will be the same for all the year groups in this instance but the tasks will all be different as stated above.

By undertaking relevant project work, students will be able to apply the above base knowledge of the specified software, in to a range of differing scenarios (projects) whilst producing class or homework. By continued practicing of these key skills in lessons, assessed tasks will grade and/or level the students understanding of the subject matter which was studied for that particular term, alongside the end of term examination.

Term Assessment

Description	Percentage	
Coursework: Assessed Tasks x 2	20% + 20%	= 40%
Coursework: Class Tasks (Practice) & Homework's	10%	= 50%
Internal Assessments (Lack of Equipment, Homework & Willingness to Learn)	Will be	Deducted
End of Term Exam	50%	

Students please remember:-

If you are absent, it is your responsibility to collect any class or homework assignments (either from the teacher or your peers) and submit it upon your return. Any work that has been lost as a result of formatting, or 'completed' but not brought to school will be regarded as not being attempted. Similarly, 0marks will be awarded to students who neglect to bring their laptops to school on the day of an assessed task. If you do miss an assessment for any reason, estimated marks/re-sits can be organised with the production of a medical note.

Attainment target for Information and Communication Technology capability, as per National Curriculum Guidelines.

Level 3	Level 4	Level 5	Level 6	Level 7
<p>Pupils use ICT to save information and to find and use appropriate stored information, following straight forward lines of enquiry. They use ICT to generate, develop, organise and present their work. They share and exchange their ideas with others. They use sequences of instructions to control devices and achieve specific outcomes. They make appropriate choices when using ICT-based models or simulations to help them find things out and solve problems. They describe their use of ICT and its use outside school.</p>	<p>Pupils understand the need for care in framing questions when collecting, finding and interrogating information. They interpret their findings, question plausibility and recognise that poor-quality information leads to unreliable results. They add to, amend and combine different forms of information from a variety of sources. They use ICT to present information in different forms and show they are aware of the intended audience and the need for quality in their presentations. They exchange information and ideas with others in a variety of ways, including using e-mail. They use ICT systems to control events in a predetermined manner and to sense physical data. They use ICT-based models and simulations to explore patterns and relationships, and make predictions about the consequences of their decisions. They compare their use of ICT with other methods and with its use outside school.</p>	<p>Pupils select the information they need for different purposes, check its accuracy and organise it in a form suitable for processing. They use ICT to structure, refine and present information in different forms and styles for specific purposes and audiences. They exchange information and ideas with others in a variety of ways, including using e-mail. They create sequences of instructions to control events, and understand the need to be precise when framing and sequencing instructions. They understand how ICT devices with sensors can be used to monitor and measure external events. They explore the effects of changing the variables in an ICT-based model. They discuss their knowledge and experience of using ICT and their observations of its use outside school. They assess the use of ICT in their work and are able to reflect critically in order to make improvements in subsequent work.</p>	<p>Pupils develop and refine their work to enhance its quality, using information from a range of sources. Where necessary, they use complex lines of enquiry to test hypotheses. They present their ideas in a variety of ways and show a clear sense of audience. They develop, try out and refine sequences of instructions to monitor, measure and control events, and show efficiency in framing these instructions. They use ICT-based models to make predictions and vary the rules within the models. They assess the validity of these models by comparing their behaviour with information from other sources. They discuss the impact of ICT on society.</p>	<p>Pupils combine information from a variety of ICT-based and other sources for presentation to different audiences. They identify the advantages and limitations of different information-handling applications. They select and use information systems suited to their work in a variety of contexts, translating enquiries expressed in ordinary language into the form required by the system. They use ICT to measure, record and analyse physical variables and control events. They design ICT-based models and procedures with variables to meet particular needs. They consider the benefits and limitations of ICT tools and information sources and of the results they produce, and they use these results to inform future judgements about the quality of their work. They take part in informed discussions about the use of ICT and its impact on society.</p>

Level 8

Pupils independently select appropriate information sources and ICT tools for specific tasks, taking into account ease of use and suitability. They design successful ways to collect and prepare information for processing. They design and implement systems for others to use. When developing systems that respond to events, they make appropriate use of feedback. They take part in informed discussions about the social, economic, ethical and moral issues raised by ICT.

Exceptional performance

Pupils evaluate software packages and ICT-based models, analysing the situations for which they were developed and assessing their efficiency, ease of use and appropriateness. They suggest refinements to existing systems and design, implement and document systems for others to use, predicting some of the consequences that could arise from the use of such systems. When discussing their own and others' use of ICT, they use their knowledge and experience of information systems to inform their views on the social, economic, political, legal, ethical and moral issues raised by ICT.