


Learning Plan		Subject: ICT		Year: 7	
<p><i>Knowledge focus/What matters:</i></p> <ul style="list-style-type: none"> <li>• Being curious and searching for answers is essential to understanding and predicting phenomena</li> <li>• The world around us is full of living things which depend on each other for survival.</li> <li>• Computation is the foundation for our digital world.</li> </ul>		<p><b>4 Purposes:</b> <i>Ambitious Capable Learners, Enterprising Creative, Contributors, Ethical Informed Citizens, Healthy Confident Individuals</i></p> <p><b>Our Vision:</b> <i>At Prestatyn High School, we are creating learners who:</i></p> <p><b>ASPIRE</b> to great things;            Have a desire to <b>CREATE</b> and be enterprising;            Are inspired to <b>LEARN</b> new and interesting things;  <b>THINK</b> for themselves and make good choices;            Are encouraged to <b>GROW</b> in confidence, health and understanding;  <b>ACHIEVE</b> goals which will set them up for their whole lives;  <b>ENJOY</b> learning, now and through the rest of their lives.</p>			
Learning Objective/Big Question	Learning activities	I can...	Skills (Integral, Literacy, Numeracy, Digital Competency)		
<p><b>Lessons 1 &amp; 2</b>            How should we organise or work and stay safe in the ICT classroom?</p>	<ul style="list-style-type: none"> <li>→ organise their user area into files and folders for each subject and understand the importance of saving files with suitable names and in the correct folder</li> <li>→ understand the importance of password security</li> <li>→ understand basic health and safety rules with in an ICT classroom – create poster using desk top publishing software</li> </ul>	<ul style="list-style-type: none"> <li>→ I can identify the wider positive and negative influences of technology, e.g. on my life, on society, on the environment.</li> <li>→ I can exchange online communications, making use of a growing range of available features, e.g. add attachments or hyperlinks, change formatting.</li> </ul>	<p><i>Critical thinking</i>  <i>Literacy:</i>  <i>vocabulary/listen/respond</i>  <i>Digital Literacy</i></p>	<p><b>Homework1:</b>            LP1.1            Internet proof reading exercise</p>	
<p><b>Lessons 3 &amp; 4</b>            How is our digital usage tracked and used online?</p>	<ul style="list-style-type: none"> <li>• explain how their digital usage is tracked, e.g. know basic data protection laws and how organisations are responsible for the security of collected data. (K, U)</li> <li>• use strategies for guarding against identity theft and scams that try to access their private information online</li> </ul>	<ul style="list-style-type: none"> <li>→ I can identify the benefits and risks of giving personal information and device access to different software.</li> <li>→ I can exchange online communications, making use of a growing range of available features, e.g. add attachments or hyperlinks, change formatting.</li> </ul>	<p><i>Critical thinking</i>  <i>Personal effectiveness</i>  <i>Literacy:</i>  <i>vocabulary/listen/respond</i>  <i>Digital Literacy,</i></p>		
<p><b>Lessons 5 &amp; 6</b>            How can you protect yourself and others online and when using social media?</p>	<ul style="list-style-type: none"> <li>• explain how to protect themselves and others from possible online dangers</li> <li>• explain their decisions on who to follow on social media and who to interact with</li> </ul>	<ul style="list-style-type: none"> <li>→ I can understand how to protect myself from online identity theft, e.g. identifying secure sites, phishing, scam websites.</li> <li>→ I can identify the wider positive and negative influences of technology</li> </ul>	<p><i>Personal effectiveness</i>  <i>Digital Literacy</i></p>	<p><b>Homework2:</b>            LP 1.2            Digital Footprints worksheet</p>	
<p><i>Mid-term Formative Feedback point (App)</i></p>					

<p><b>Lessons 7 &amp; 8</b> How can we share information about being safe online?</p>	<ul style="list-style-type: none"> <li>• Design a leaflet / factsheet using Desk Top Publishing to explain how to protect yourself and others online for Year 6 pupils.</li> <li>• Explore the effects of game and screen time and why it should have a balance</li> </ul>	<ul style="list-style-type: none"> <li>→ I can understand the importance of balancing game and screen time with other parts of my life</li> <li>→ I can use a range of software to select, produce and edit a range of multimedia components for a purpose.</li> <li>→ I can use software tools to enhance the outcomes for specific audiences.</li> </ul>	<p><i>Planning and organising</i> <i>Creativity and innovation</i> <i>Literacy:</i> <i>vocabulary/listen</i> <i>Digital Literacy</i></p>	
<p><b>Lessons 9 &amp; 10</b> What are the legal aspects linked to online behaviour and their consequences?</p>	<ul style="list-style-type: none"> <li>• Understand and explain basic legal aspects linked to online behaviour, e.g. cyberbullying, harassment, false statements and publishing inappropriate content/images without consent.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>→ I can demonstrate appropriate online behaviour and apply a range of strategies to protect myself and others from possible online dangers, bullying and inappropriate behaviour, e.g. turn off comments on digital media, reporting, block users.</li> <li>→ I can understand the risks and legal consequences of sending intimate images and content/sexting.</li> <li>→ I can recognize language that could be deemed to be offensive (including racist, sexist, homophobic and transphobic language) in online activities.</li> </ul>	<p><i>Literacy:</i> <i>vocabulary/listen/</i> <i>respond</i> <i>Digital Literacy</i></p>	<p><b>Homework3:</b> LP 1.3 Social networking worksheet</p>
<p><b>Lessons 11 &amp; 12</b> How can we present information clearly and effectively?</p>	<ul style="list-style-type: none"> <li>• Design a presentation to summarize all the has been learnt this term on online safety.</li> <li>• Include animation, transition, sound and video clips were appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>→ I can use a range of software to select, produce and edit a range of multimedia components for a purpose.</li> <li>→ I can use keyboard commands such as shortcuts.</li> <li>→ I can use software tools to enhance the outcomes for specific audiences.</li> </ul>	<p><i>Planning and organising</i> <i>Creativity and innovation</i> <i>Literacy:</i> <i>vocabulary/listen/</i> <i>respond</i> <i>Digital Literacy</i></p>	
<p><b>Lessons 13 &amp; 14</b> How do we evaluate improve our work?</p>	<ul style="list-style-type: none"> <li>• Completion of presentation and evaluation and improvements (redraft)</li> </ul>	<ul style="list-style-type: none"> <li>→ I can explain reasons for layout and content of my own work and the work of others.</li> <li>→ I can ensure my output is appropriate for specific purposes.</li> <li>→ I can comment on reasons for layout and content.</li> <li>→ I can invite feedback/responses from others, e.g. use 'comment' in online platforms, asking questions or adding suggestions.</li> </ul>	<p><i>Creativity and innovation</i> <i>Literacy:</i> <i>vocabulary/listen/</i> <i>respond</i> <i>Digital Literacy</i></p>	<p><b>Homework 4:</b> LP 1.4 Complete evaluation of presentation</p>
<p><i>End of unit assessment</i></p>				