

## Scheme of Learning: Year 7 Computing

### Topic Sequence:

1	2	3	4	5	6
Messaging in digital media	Networks from semaphores to the Internet	Programming essentials in Scratch – part I	Modelling data using spreadsheets	Programming essentials in Scratch – part II	Using media – Gaining support for a cause

### Topic Overview:

During this unit, learners develop their understanding of information technology and digital literacy skills. They will use the skills learnt across the unit to create a blog post about a real-world cause that they would like to gain support for. Learners will develop software formatting skills and explore concerns surrounding the use of other people's work, including licensing and legal issues.

#### Links:

Year 8 – Heroes of computing; Computing GCSE Topic 5 – Ethical and Legal Issues

### Lesson Sequence:

**Lesson 1: Features of a word processor** - Learners will start with an activity to help them understand that each software application has a different purpose: they will play a game of 'Guess Who', in which they will have to pick the most appropriate software.

Next, learners will use word processing software to explore a range of formatting tools, and then they will be given a document to format using these tools..

**Lesson 2: Licensing appropriate images** - In this lesson, learners will build on the document that they formatted last lesson and will add appropriate images to it, applying relevant formatting techniques. Learners will look at a selection of images and discuss which image they think would be appropriate for the given scenarios. Learners will be introduced to copyright law and Creative Commons licensing.

**Lesson 3: The credibility of sources-** The purpose of this lesson is for learners to understand that not all information found on the internet is reliable or trustworthy. Learners will look at techniques to use to help determine the credibility of a source, and then apply these skills by writing an article that could be real or fake. Learners will then look at each other's work and try to determine whether or not the article is credible.

**Lesson 4: Research and plan your blog** - learners will be given the opportunity to research their cause and document their findings. Building on the concepts covered in the previous two lessons, the learners will be introduced to the concept of plagiarism. Learners will spend time looking at blog posts to evaluate their layout and content, then they will research their own cause and justify the credibility of their sources.

**Lesson 5: Promoting your cause** - Learners will be introduced to the software that they will use to make their blog on Microsoft Sway. Learners will use their research document from the previous lesson to create their blog. Learners will spend time giving feedback on each other's work.

**Lesson 6: Project completion and assessment** - Learners will review their work based on the success criteria, and will have a chance to make final changes to their work based on the peer feedback that they received in the previous lesson. Learners will finish the unit by completing an end-of-unit assessment.

#### National curriculum links

- Undertake creative projects that involve selecting, using, and combining multiple applications, preferably across a range of devices, to achieve challenging goals, including collecting and analysing data and meeting the needs of known users
- Create, reuse, revise, and repurpose digital artefacts for a given audience, with attention to trustworthiness, design, and usability

#### Education for a Connected World links

- Managing online information
- I can use a range of features to quality assure the content I access online. (11–14)
- I can explain how to use search effectively and use examples from my own practice to illustrate this. (11–14)
- Copyright and ownership
- I know that commercial online content can be viewed, accessed, or downloaded illegally. (11–14)
- I can accurately define the concept of plagiarism. (11–14)
- I can use this definition to evaluate my own use of online sources. (11–14)
- I understand the concept of software and content licensing. (11–14)
- I understand Creative Commons Licensing protocols. (11–14)
- I can identify the potential consequences of illegal access or downloading and how it may impact me and my immediate peers. (11–14)

### Sequence of Lessons:

1	Features of a word processor
2	Licensing appropriate images
3	The credibility of sources-
4	Research and plan your blog
5	Promoting your cause
6	Project completion and assessment

### Topic Resources:

<b>Knowledge Map:</b>	7.6 – Using Media	<b>Any other Resources:</b>	MS sway
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### Assessment:

<b>Knowledge:</b>	16 Multiple Choice questions
<b>Application of Knowledge:</b>	Learners develop a blog on MS Sway to support a cause of their choice. This is assessed with a simple rubric.

### Supportive Reading:

<b>BBC Bite Size</b>	<a href="#">KS3 Copyright and intellectual property</a>
<b>KS3 Computing Complete Revision &amp; Practice - CCP</b>	Chapter 3 Available from: KS3 Computing Complete Revision & Practice   CGP Books