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| Year 7 – Spring Term Car Park Project ICT Department |

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| **Level 3**AFL1 Planning, developing and evaluating* Plan how they will use ICT to solve a problem
* Comment on the success of their solution
* Refine and develop information using ICT tools and techniques to make changes
* Describe how they use ICT at school and how it is used outside school

AFL2 – Handling data, sequencing instructions and modelling* Collect, store and retrieve data
* Use a sequence of instructions to control events
* Use ICT-based models or simulations to answer questions

AFL3 – Finding, using and communicating information* Identify and select appropriate information using straight forward lines of enquiry
* Present information using text, images and other media
* Use digital communication to exchange ideas
* Identify ways they can keep themselves safe when using ICT
 | **Level 3*** You can understand that databases can be both paper based and on a computer and how databases are used in school and outside school (Evidence: 2 worksheets on databases – All about databases and Who uses a database)
* You know what a data capture form is and you know what a questionnaire is and you can talk about the differences between them. You understand what makes a good data capture form and you can make your own data capture form to collect information about cars on the staff car park (Evidence: Data Capture Form)
* You can set up a computerised database including fields, records and data types using information from your data capture form (Evidence: A complete database consisting of 5 fields and 5 records)
* You can use e-mail to exchange information regarding the wanted suspect (Evidence: Photo fit of missing person)
* You know how to keep yourself safe when using ICT (Evidence: Poster on Risks of Digital Communication)
* You can say whether your database helped you find out how many white cars were in the staff car park (Evidence: Written evaluation)
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| Level 4AFL1 – Planning, developing and evaluating* Plan and implement solutions that combine and refine different forms of information
* Evaluate the quality and success of their solutions
* Explain how and why the use of ICT varies in and out of school

AFL2 – Handling data, sequencing instructions and modelling* Organise and process data for a purpose
* Devise and refine sequences of instructions
* Use models to explore relationships between inputs and outputs and explain how the models work

AFL3 – Finding, using and communicating information* Use appropriate search criteria to find relevant information, and check its plausibility and usefulness
* Present information in different forms suited to purpose
* Use ICT to communicate and collaborate, identifying some of the risks and acting to minimise them
 | Level 4* You can understand that databases can be both paper based and on a computer and how databases are used in school and in the outside world. (Evidence: 2 worksheets on databases – All about databases and Who uses a database)
* You can understand how a computerised database works including fields, records, data types and queries. You can produce your own database using the information from your data capture form. (Evidence: A complete data base consisting of 5 fields and 5 records and 1 query)
* You can use e-mail to exchange information regarding the wanted suspect (Evidence: Photo fit of missing person)
* You can understand the risks associated with communicating digitally, including the security of personal information.

(Evidence: Poster on Risks of Digital Communication)* You can evaluate your work carried out in this project and consider how successful the software that you used was for what you wanted(**Evidence: Evaluation Report)**
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| Level 5AFL1 – Planning, developing and evaluating* Plan and develop solutions which show efficiency and integration of ICT tools and techniques
* Use criteria to evaluate the quality of solutions, identifying improvements and refining their work
* Identify benefits and limitations of using ICT both inside and outside school

AFL2 – Handling data, sequencing instructions and modelling* Use logical and appropriate structures to organise and process data
* Create precise and accurate sequences of instructions
* Change variables within models and explain the impact

AFL3 - Finding, using and communicating information* Take account of accuracy and potential bias when searching for and selecting information
* Present information in a range of forms for specific purposes and familiar audiences

Use ICT safely and responsibly | Level 5* You can discuss the advantages and disadvantages of databases both paper based and computerised (Evidence: 2 worksheets on databases – All about databases and Who uses a database)
* You can understand how a computerised database works including fields, records, data types and queries. You can produce your own database using the information from your data capture form. (Evidence: A complete data base consisting of 8 fields and 2 queries, 1 of which should include an “and” query)
* You can organise your work in a structured way, saving it in appropriate folders using appropriate file names (Evidence: All work handed in to teacher for marking, digitally and on paper)
* You can evaluate your work carried out in this project and consider how successful each of the software that you used was for what you wanted. You can also suggest how the work that you carried out could be improved and carrying out these improvements

**(Evidence: Completed evaluation and improved work)** |