

# ICT

## Year 11 - BTEC Digital Information Technologies Level 1/2 Scheme of Work 2024 – 2025

**Mr. S Dannell**

Topics by Term	Topic Overview for Year Group					
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topics Taught	<b>Learning Aim B – Exam Topic 2: Cyber Security</b> Threats to data Prevention and management of threats to data Policies <b>Note: This is likely to change due to Component 1 retakes.</b> <b>Learning Aim B assessment.</b>	<b>Learning Aim C - Exam Topic 3: The wider implications of digital systems</b> Responsible use Legal and ethical <b>Note: This is likely to change due to Component 1 retakes.</b> <b>Learning Aim C assessment.</b>	<b>Learning Aim D - Exam Topic 4:</b> Planning and communication in digital systems Forms of notation <b>Note: This is likely to change due to Component 2 retakes.</b> <b>Learning Aim D assessment.</b>	<b>Learning Aim D:</b> <b>Continued</b> <b>Note: This is likely to change due to Component 2 retakes.</b>	Revision and resits of component 3 exam dated	N/A

<p><b>Topics</b></p> <p><b>Prerequisites</b></p>	<p><b>Component 1:</b></p> <p><b>User Interface Design:</b></p> <p>Understanding how users interact with computer systems and applications.</p> <p>Learning the basics of creating effective and user-friendly interfaces.</p> <p><b>Component 2:</b></p> <p><b>Data Management:</b> Learning how to collect, organise, and manage data.</p> <p><b>Data Analysis:</b> Understanding how to analyse data to make informed decisions.</p> <p><b>Basic IT Skills:</b></p> <p><b>Using Software Applications:</b> Gaining proficiency in common software applications like word processors, spreadsheets, and presentation tools.</p> <p><b>Understanding Hardware and Software:</b> Knowing the basic components of a computer and how different software interacts with hardware.</p> <p><b>Digital Literacy:</b></p> <p><b>Online Safety:</b> Learning how to stay safe online by recognizing threats like phishing and malware.</p> <p><b>Privacy Settings:</b> Understanding how to manage privacy settings on various digital platforms to protect personal information.</p>
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Year 11 / Term 1

Teaching content B: Cybersecurity

Big Questions

1. What are System Threats
2. What are Internal Threats?
3. What are the impact of a security breach
4. What are user restrictions
5. What is Data Level Protection
6. What are policy, backups and data recovery

Specification References	Periods	Topic Area: Main Items	Outcomes that students should be able to	Key Terms / Concepts (literacy)	Assessment	Resources	Personal Development: SMSC, PSHE, British Values
TOPIC 2 Teaching content B: Cybersecurity							
		[Component 3, B Cybersecurity, External threats (threats outside of the organisation) to digital systems and data security]	<p><b>Lesson title:</b> System attacks and external threats</p> <p><b>Objectives:</b></p> <p><b>Big Question:</b> What are System Threats</p> <p>Most will be able to:</p> <ul style="list-style-type: none"> <li>– Understand the reasons why systems</li> </ul>	Hacker, system attack, black hat, white hat, grey hat, malware, virus, worm, botnet, rootkit, Trojan, ransomware, spyware, Denial of Service, phishing, pharming, social engineering,	<a href="#">Link to detailed lesson plan 1</a>	<a href="https://www.ransomwarewordgenerator.com">https://www.ransomwarewordgenerator.com</a>  <a href="https://www.exploitindex.com/wiki/index.php/936: Password Strength">https://www.exploitindex.com/wiki/index.php/936: Password Strength</a>  <a href="https://www.betterbuys.com/es">https://www.betterbuys.com/es</a>	<p>Personal Development: SMSC, PSHE, British Values</p> <p>Discussion on ethical hacking and data loses. Protecting data.</p>

		<p>[Component 3, B Cybersecurity, Internal threats (threats within the organisation) to digital systems and data security; Impact of security breach]</p>	<p>are attacked</p> <ul style="list-style-type: none"> <li>- Understand the terms hacking and 'black hat'</li> </ul> <p>Some will be able to describe:</p> <ul style="list-style-type: none"> <li>- Unauthorised access</li> <li>- Malware (virus, worms, botnet, rootkit, Trojan, ransomware, spyware)</li> <li>- Denial of Service (DoS)</li> </ul> <p>Few will be able to evaluate:</p> <ul style="list-style-type: none"> <li>- Phishing, pharming, social engineering, shoulder surfing</li> <li>- 'man-in-the-middle' attacks</li> </ul>	<p>unintentional disclosure, information theft, security controls, security breach, internal threat,</p>	<p><a href="#">Link to detailed lesson plan 2</a></p>	<p><a href="#">timating-password-cracking-times/https://www.cooperative.coop/media/news-releases/ex-cons-reveal-their-top-security-tipshttps://www.youtube.com/watch?v=88Rig8gMDI</a></p> <p><b>Homework</b></p> <p><b>Quiz 1</b></p> <p><a href="https://www.knowitallninja.com/lessons/data-level-protection-1/">https://www.knowitallninja.com/lessons/data-level-protection-1/</a></p> <p><b>Quiz 2:</b></p> <p><b>PowerPoint Guide:</b></p>	<p>Discussions on business protecting data internally. What happens if your data gets out. Impact of business and the law.</p>
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		[Component 3,	<p><b>Big Question:</b> What are Internal Threats?</p> <p><b>Lesson title:</b> Internal threats and impact of breaches</p> <p><b>Objectives:</b></p> <p>Most will be able to:</p> <ul style="list-style-type: none"> <li>– Understand the internal threats within an organisation to digital systems and data security including</li> </ul> <p>Some will be able to:</p> <ul style="list-style-type: none"> <li>– Understand the impact of security breaches</li> </ul> <p>Few will be able to:</p>	<p>passwords, access levels, biometrics, two-factor authentication, ethical hacking, penetration testing</p>		<p>Topic 4 Data level protection</p> <p><b>Activities/Resources</b></p> <p>Topic 4 Worksheet 4</p> <p><b>YouTube and links</b></p> <p><a href="https://cryptii.com/">https://cryptii.com/</a></p> <p><b>Homework</b></p> <p><b>Quiz 1:</b></p> <p><a href="https://www.knowitallninja.com/lessons/data-level-protection-2-finding-weaknesses/">https://www.knowitallninja.com/lessons/data-level-protection-2-finding-weaknesses/</a></p> <p><b>Quiz 2:</b></p> <p><a href="https://www.knowitallninja.com/lessons/defining-responsibilities-parameters/">https://www.knowitallninja.com/lessons/defining-responsibilities-parameters/</a></p>	<p>Hacking discussion good and bad. Rules and Law</p>
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		<p>Prevention and management of threats to data; User access restriction</p>	<ul style="list-style-type: none"> <li>– Review strategies to prevent these from happening in the future</li> </ul> <p><b>Big Question:</b> How can threats to data be managed and</p>	<p>tem analysis, behaviour analysis, firewall, interface design, autocomplete, anti-virus, device hardening, encryption,</p>	<p><a href="#">Link to detailed lesson plan 3</a></p>	<p><b>PowerPoint Guide:</b> Topic 5 Policy, backups and data recovery</p> <p><b>Activities/Resources</b> Topic 5 Worksheet 5</p> <p><b>YouTube and links</b> <a href="https://www.telegraph.co.uk/technology/2018/11/29/british-german-concerns-mount-chinas-huawei/">https://www.telegraph.co.uk/technology/2018/11/29/british-german-concerns-mount-chinas-huawei/</a> <a href="https://www.telegraph.co.uk/technology/2018/11/28/new-zealand-blocks-5g-bid-chinas-huawei-due-spy-fears/">https://www.telegraph.co.uk/technology/2018/11/28/new-zealand-blocks-5g-bid-chinas-huawei-due-spy-fears/</a></p>	
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		[Component 3, Prevention and management of threats to data; Data level protection]	<p>prevented?</p> <p><b>Lesson title:</b> What are the impacts of a security breach</p> <p><b>Objectives:</b></p> <p>Most will be able to:</p> <ul style="list-style-type: none"> <li>– Understand measures used to protect digital systems and reduce the impact of threats</li> </ul> <p>Some will be able to:</p> <ul style="list-style-type: none"> <li>– Understand the following user access restrictions</li> </ul> <p>Few will be able to:</p> <ul style="list-style-type: none"> <li>– Understand how weaknesses are found and system security is improved</li> </ul>	<p>cyber security</p> <p>policy, acceptable use policy (AUP), disaster recovery, backups</p>	<p><a href="#">Link to detailed lesson plan 4</a></p>	<p><a href="#">The Register.</a></p> <p><b>Homework</b></p> <p><b>Quiz 1:</b></p> <p><a href="https://www.knowitallninja.com/lessons/disaster-recovery/">https://www.knowitallninja.com/lessons/disaster-recovery/</a></p>	<p>Discussion:</p> <p>Law in protecting data.</p>
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		[Component 3, B3 Policy]	<p><b>Big Question:</b> What are user restrictions</p> <p><b>Lesson title:</b> Data level protection</p> <p><b>Objectives:</b></p> <p>Most will be able to:</p>		<p><a href="#">Link to detailed lesson plan 5</a></p>		<p>Ethical issues around paper work and agreements.</p>
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			<ul style="list-style-type: none"> <li>- Understand measures that can be implemented to protect and manage digital systems and data including</li> </ul> <p>Some will be able to:</p> <ul style="list-style-type: none"> <li>- To understand how data is encrypted</li> </ul> <p>Few will be able to:</p> <ul style="list-style-type: none"> <li>- To encrypt or decrypt text</li> </ul> <p><b>Big Question:</b> What are policies, backups and data recovery</p> <p><b>Lesson title:</b> Policy, backups and data recovery</p>				Protecting data
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			<p><b>Objectives:</b></p> <p>Most will be able to:</p> <ul style="list-style-type: none"> <li>– Be able to define who is responsible for cyber security and policy and how concerns are reported</li> </ul> <p>Some will be able to:</p> <ul style="list-style-type: none"> <li>– Define security parameters including:</li> <li>– Understand the requirements of a disaster recovery policy including backup and recovery</li> </ul> <p>Few will be able to:</p> <ul style="list-style-type: none"> <li>– Understand the actions to take after</li> </ul>				<p>Law discussion in how things are reported.</p>
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			an attack				
		<p>Learning Aim B Assessment</p> <p><b>Objectives:</b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• Apply their knowledge in answers to a range of questions</li> <li>• Be able to highlight areas of strength and any gaps in their understanding of this learning aim</li> </ul> <p><b>The test has been designed to be printed and answered by hand.</b></p> <p>Students should complete the Assessment Test (1 hour).</p> <p><b>Activities/Resources</b></p> <p><a href="#">Link to Learning Aim B Final assessment.docx</a></p> <p><a href="#">Link to Learning Aim B Final assessment Answers.docx</a></p>					

BTEC Tech Award in Digital Information Technology  
 Link to Specification online [here](#)  
**Component 3: Effective Digital Working Practices**  
[Link to resources on the team's site.](#)

Each lesson should take 1 period with some covering two. Leeway has been included at the end of each learning aim to make up for any time lost.  
**Important: To access the teacher lesson resources you must log into the Teams site and for the quizzes, Know it all Ninja. The Teams resources will need to be set up by the teacher in advance of the lesson. Speak to C Edwards for more information.**

**Teaching content C: The wider implications of digital systems**

**Big Questions**

1. What is shared data
2. What are environment issues?
3. What is Equal Access?
4. What is the purpose of an acceptable use policy and who is protected?
5. What is data protection
6. What is Criminal Use?

Specification References	Periods	Topic Area: Main Items	Outcomes that students should be able to	Key Terms / Concepts (literacy)	Assessment	Resources	Personal Development: SMSC, PSHE, British Values
	18	<b>(1) TOPIC 3 The wider implications of digital systems</b>					
<b>Term 3</b>		[Component 3, C The wider implications of digital systems; C1 Responsible	<b>Big Question:</b> What is shared data	Shared data, location-based data, GPS,	<a href="#">Links to detailed lesson plan 1</a>	<b>PowerPoint Guide:</b> Topic 1 Shared	<b>Discussion on sharing data. Good and bad</b>

	<p>use, Shared data]</p> <p>[Component 3, C The wider implications of digital systems; C1 Responsible use, Environmental]</p>	<p><b>Lesson title:</b> Shared data</p> <p><b>Objectives:</b></p> <p>Most will be able to:</p> <ul style="list-style-type: none"> <li>– Explain how data is shared</li> </ul> <p>Some will be able to :</p> <ul style="list-style-type: none"> <li>– Be able to describe the benefits and drawbacks of using shared data</li> </ul> <p>Few will be able to describe:</p> <ul style="list-style-type: none"> <li>– Understand the responsible use of data</li> </ul> <p><b>Big Question:</b> What are environment issues?</p> <p><b>Lesson title:</b> Environmental issues</p> <p><b>Objectives:</b></p> <p>Most will be able to:</p> <ul style="list-style-type: none"> <li>– Understand the impact of manufacture, use and disposal of IT systems on the environment</li> </ul> <p>Some will be able to:</p> <ul style="list-style-type: none"> <li>– Explain the energy saving settings and policies available for digital devices</li> </ul> <p>Few will be able to:</p> <ul style="list-style-type: none"> <li>– Evaluate the environmental</li> </ul>	<p>transactional data, cookies, data exchange, privacy</p> <p>ethics, manufacture, disposal, energy, waste, rare materials, upgrade, replace, policy settings, auto power off, power-saving</p>	<p><a href="#">Links to detailed lesson plan 2</a></p>	<p>data</p> <p><b>Activities/ Resources</b></p> <p>Topic 1 Worksheet 1</p> <p><b>YouTube and links</b></p> <p><a href="https://www.youtube.com/watch?v=tUd_hoCeohk">https://www.youtube.com/watch?v=tUd_hoCeohk</a></p> <p><a href="https://www.parliament.uk/documents/commons-committees/treasury/Correspondence/2017-19/visa-response-150618.pdf">https://www.parliament.uk/documents/commons-committees/treasury/Correspondence/2017-19/visa-response-150618.pdf</a></p> <p><b>Homework Quiz 1:</b></p> <p><a href="https://www.knowitallninja.com/lessons/shared-data/">https://www.knowitallninja.com/lessons/shared-data/</a></p> <p><b>PowerPoint Guide:</b></p>	<p>reasoning for doing it</p> <p>Ethical discussion on environment impacts computers have</p>
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		<p>[Component 3, C The wider implications of digital systems; C2 Legal and ethical, Importance of providing equal access to services and information]</p>	<p>considerations when upgrading or replacing computers</p> <p><b>Big Question:</b> What is equal access</p> <p><b>Lesson title:</b> Equal Access</p> <p><b>Objectives:</b></p> <p>Most will be able to:</p> <ul style="list-style-type: none"> <li>– Identify the benefits to organisations, individuals and society of equal access</li> </ul> <p>Some will be able to:</p> <ul style="list-style-type: none"> <li>– Be aware of the legal requirements and professional guidelines regarding equal access</li> </ul> <p>Few will be able to:</p> <ul style="list-style-type: none"> <li>– To understand net neutrality and its impacts on organisations</li> </ul> <p><b>Big Question:</b> What is the purpose of an acceptable use policy and who is protected</p>	<p>equal access, equality, net neutrality</p> <p>acceptable use policies,</p>	<p><a href="#">Links to detailed lesson plan 3</a></p> <p><a href="#">Links to detailed lesson plan 4</a></p>	<p>Topic 2 Environmental issues <b>Activities/ Resources</b> Topic 2 Worksheet 2 <b>YouTube and links</b> <a href="https://www.youtube.com/watch?v=Tc0X92fZF1Y">https://www.youtube.com/watch?v=Tc0X92fZF1Y</a> <a href="https://open.sourcemap.com">https://open.sourcemap.com</a>. <a href="https://www.youtube.com/watch?v=JXDrivShZKU">https://www.youtube.com/watch?v=JXDrivShZKU</a> <a href="https://www.youtube.com/watch?v=zU62hh3DBfg">https://www.youtube.com/watch?v=zU62hh3DBfg</a> <a href="https://www.youtube.com/watch?v=Ak9cg7wNEjA">https://www.youtube.com/watch?v=Ak9cg7wNEjA</a> <b>Homework Quiz 1:</b></p>	<p>Discussion Does every one the same rights or access to all types on technology</p>
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	<p>digital systems; C2 Legal and ethical, The purpose and use of acceptable use policies, Data protection principles]</p> <p>[Component 3, C The wider implications of digital systems;</p> <p>[Component 3, C The</p>	<p><b>Lesson title:</b> Acceptable use policy</p> <p><b>Objectives:</b></p> <p>Most will be able to:</p> <ul style="list-style-type: none"> <li>– understand the purpose and use of acceptable use policies</li> </ul> <p>Some will be able to:</p> <ul style="list-style-type: none"> <li>– be aware of the blurring of social and business boundaries</li> </ul> <p><b>Big Question:</b></p> <p>What is data protection</p> <p><b>Lesson title:</b> Data Protection</p> <p><b>Objectives:</b></p> <p>Most will be able to:</p> <ul style="list-style-type: none"> <li>– understand data protection principles</li> </ul> <p>Some will be able to:</p> <ul style="list-style-type: none"> <li>– To be aware of the use of data on the internet</li> </ul> <p>Few will be able to:</p> <ul style="list-style-type: none"> <li>– To develop understanding of intellectual property</li> </ul> <p><b>Big Question:</b></p> <p>What is criminal use?</p>	<p>scope, assets, monitoring, sanctions, social media, professional life</p> <p>data protection, lawful processing, accuracy, data subject, right to be forgotten</p>	<p><a href="#">Links to detailed lesson plan 5</a></p>	<p><a href="https://www.knowitallninja.com/lessons/environmental-concerns/">https://www.knowitallninja.com/lessons/environmental-concerns/</a></p> <p><b>PowerPoint Guide:</b></p> <p>Topic 3 Equal Access</p> <p><b>Activities/Resources</b></p> <p>Worksheet 3</p> <p><b>YouTube and links</b></p> <p><a href="https://news.sky.com/story/woman-88-sues-nhs-for-age-discrimination-after-losing-job-as-secretary-11563098">https://news.sky.com/story/wo</a> <a href="https://news.sky.com/story/wo">man-88-sues-nhs-for-age-discriminati</a> <a href="https://news.sky.com/story/wo">on-after-losing-job-as-</a> <a href="https://news.sky.com/story/wo">secretary-11563098</a></p> <p><a href="https://www.legislation.gov.uk/ukpga/2010/15/content">https://www.legislatio</a> <a href="https://www.legislation.gov.uk/ukpga/2010/15/content">n.gov.uk/ukpga/2010/15/content</a> <a href="https://www.legislation.gov.uk/ukpga/2010/15/content">s</a></p>	<p>Discussions how data gets protected</p> <p>legal and ethical consideration when using computers and who is responsible for maintaining and upholding misuse</p>
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		<p>wider implications of digital systems; C2 Legal and ethical, The purpose and use of acceptable use policies, The criminal use of computer systems]</p>	<p><b>Lesson title:</b> Computer security</p> <p><b>Objectives:</b></p> <p>Most will be able to:</p> <ul style="list-style-type: none"> <li>– understand the criminal use of computer systems</li> </ul> <p>Some will be able to:</p> <ul style="list-style-type: none"> <li>– How unauthorised access and modification of materials occurs</li> </ul> <p>Few will be able to:</p> <ul style="list-style-type: none"> <li>– Understand the creation and spreading of malware</li> </ul>	<p>trademarks, patents, copyright, permissions, licensing, attribution, unauthorised access, unauthorised modification, malware.</p>	<p><a href="#">Links to detailed lesson plan 6</a></p>	<p><a href="https://labs.thinkbroadband.com/local/broadband-map#6/53.827/-2.384/virgin/">https://labs.thinkbroadband.com/local/broadband-map#6/53.827/-2.384/virgin/</a></p> <p><a href="https://www.youtube.com/watch?v=HqXKEgTYZBQ">https://www.youtube.com/watch?v=HqXKEgTYZBQ</a></p> <p><b>Homework Quiz 1:</b></p> <p><a href="https://www.knowitallninja.com/lessons/equal-access-net-neutrality/">https://www.knowitallninja.com/lessons/equal-access-net-neutrality/</a></p> <p><b>PowerPoint Guide:</b></p> <p>Topic 4 Acceptable use policy</p> <p><b>Activities/Resources</b></p> <p>Topic 4 Worksheet 4</p> <p><b>YouTube and links</b></p> <p><a href="https://the">https://the</a></p>	
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						<a href="https://conversations.com/microchip-implants-are-threatening-workers-rights-107221">conversations.com/microchip-implants-are-threatening-workers-rights-107221</a>  <a href="https://www.careerbuilder.com/advice/social-media-survey-2017">https://www.careerbuilder.com/advice/social-media-survey-2017</a>  <b>Homework Quiz 1:</b> <a href="https://www.knowitallninja.com/lessons/acceptable-use-boundaries/">https://www.knowitallninja.com/lessons/acceptable-use-boundaries/</a>  <b>PowerPoint Guide:</b> Topic 5 Data Protection <b>Activities/ Resources</b> Topic 5 Worksheet 5
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						<p><b>YouTube and links</b> <a href="https://www.telegraph.co.uk/money/consumer-affairs/fraudsters-need-just-three-details-steal-identity-and-can-found/">https://www.telegraph.co.uk/money/consumer-affairs/fraudsters-need-just-three-details-steal-identity-and-can-found/</a></p> <p><a href="https://trademarks.ipso.gov.uk/ipso-tmtext">https://trademarks.ipso.gov.uk/ipso-tmtext</a></p> <p><b>Homework Quiz 1:</b> <a href="https://www.knowitallninja.com/lessons/data-protection/">https://www.knowitallninja.com/lessons/data-protection/</a></p> <p><b>PowerPoint Guide:</b> Topic 6 Computer</p>	
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						<p>security  <b>Activities/  Resources</b>  Topic 6  Worksheet  6  <b>YouTube  and links</b>  <a href="https://www.youtube.com/watch?v=HqG6Q-Ai-Vx0">https://www.youtube.com/watch?v=HqG6Q-Ai-Vx0</a>  <a href="https://www.youtube.com/watch?v=EkEI7yJho_I">https://www.youtube.com/watch?v=EkEI7yJho_I</a></p> <p><b>Homework  Quiz 1:</b>  <a href="https://www.knowitallninja.com/lessons/intellectual-property-criminal-use/">https://www.knowitallninja.com/lessons/intellectual-property-criminal-use/</a></p>	
		<p>Learning Aim C Assessment</p> <p><b>Objectives:</b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• Apply their knowledge in answers to a range of questions</li> <li>• Be able to highlight areas of strength and any gaps in their understanding of this learning aim</li> </ul>					

**The test has been designed to be printed and answered by hand.**

Students should complete the Assessment Test (1 hour).

**Activities/Resources**

Link to [Learning Aim C Final assessment.docx](#)

Link to [Learning Aim C Final assessment Answers.docx](#)

**Year 11 / Term 4**

**Teaching content D: Planning and communication in digital systems**

**Big Questions**

1. What Are Information Flow Diagrams and Data Flow Diagrams
2. What are flow charts
3. What are system diagrams
4. How do organisations use tables and written information?

**(2) TOPIC 4 Teaching content D: Planning and communication in digital systems**

[Component 3, D  
Planning and  
communication in digital  
systems; D1 Forms of  
notation]

**Big Question:**  
What Are Information Flow Diagrams  
and Data Flow Diagrams ?

**Lesson title:** Information and data flow  
diagrams

**Objectives:**

Data flow  
diagram,  
information  
flow diagram,

[Links to detailed lesson plan 1](#)

**PowerPoint Guide:**  
Information & data flow  
diagrams

**Activities/Resources**

Topic 1 Worksheet 1

**YouTube and links**

<https://www.tamingdata.com>

			<p>Most will be able to:</p> <ul style="list-style-type: none"> <li>– Understand how organisations use information and data flow diagrams to explain systems, data and information</li> </ul> <p>Some will be able to:</p> <ul style="list-style-type: none"> <li>– Be able to interpret information presented in the form of a data flow or an information flow diagram</li> </ul> <p>Few will be able to:</p> <ul style="list-style-type: none"> <li>– Draw a data flow or an information flow diagram representing a given scenario</li> </ul> <p><b>Big Question:</b> What are flow charts?</p> <p><b>Lesson title: Flowcharts</b></p> <p><b>Objectives:</b></p> <p>Most will be able to:</p> <ul style="list-style-type: none"> <li>– Understand how organisations use flowcharts</li> </ul> <p>Some will be able to:</p> <ul style="list-style-type: none"> <li>– Be able to interpret a flowchart in a range of contexts</li> </ul>	<p>system diagram, flowchart, variable, chart,</p>	<p><a href="#">Links to detailed lesson plan 2</a></p>	<p><a href="http://www.projectcartoon.com/2010/07/08/the-project-management-tree-swing-cartoon-past-and-present/">com/2010/07/08/the-project-management-tree-swing-cartoon-past-and-present/</a></p> <p><a href="http://www.projectcartoon.com/create/">http://www.projectcartoon.com/create/</a></p> <p><b>Homework</b></p> <p><b>Quiz 1:</b> <a href="https://www.knowitallninja.com/lessons/use-of-different-forms-of-notation/">https://www.knowitallninja.com/lessons/use-of-different-forms-of-notation/</a></p> <p><b>PowerPoint Guide:</b> Topic 2 Flowcharts</p> <p><b>Activities/Resources</b> Topic 2 Worksheet 2</p> <p><b>YouTube and links</b> <a href="https://xkcd.com/627/">https://xkcd.com/627/</a></p> <p><a href="https://www.independent.co.uk/news/science/five-second-rule-food-dropped-floor-germs-scientists-professor-anthony-hilton-aston-university-a7629391.html">https://www.independent.co.uk/news/science/five-second-rule-food-dropped-floor-germs-scientists-professor-anthony-hilton-aston-university-a7629391.html</a></p>
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		<p><b>information</b></p> <p><b>Objectives:</b></p> <p>Most will be able to:</p> <ul style="list-style-type: none"> <li>– Describe how organisations use tables and written information to explain systems and data</li> <li>–</li> </ul> <p>Some will be able to:</p> <ul style="list-style-type: none"> <li>– Be able to interpret information presented in tables</li> </ul>			<p><b>Activities/Resources</b></p> <p>Topic 4 Worksheet 4</p> <p><b>YouTube and links</b></p> <p><a href="https://www.cable.co.uk/broadband/speed/world-wide-speed-league/">https://www.cable.co.uk/broadband/speed/world-wide-speed-league/</a></p> <p><b>Homework</b></p> <p><b>Quiz 1:</b></p> <p><a href="https://www.knowitallninja.com/lessons/flowcharts-2/">https://www.knowitallninja.com/lessons/flowcharts-2/</a></p>
	<p>Learning Aim D Assessment</p> <p><b>Objectives:</b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• Apply their knowledge in answers to a range of questions</li> <li>• Be able to highlight areas of strength and any gaps in their understanding of this learning aim</li> </ul> <p><b>The test has been designed to be printed and answered by hand.</b></p> <p>Students should complete the Assessment Test (1 hour).</p> <p><b>Activities/Resources</b></p> <p>Direct link to - <a href="#">Learning Aim D Final assessment.docx</a></p> <p>Direct link to - <a href="#">Learning Aim D Final assessment Answers.docx</a></p>				