



## Year 8 Scheme of Work 2006 - 2008

Week Number	Topic or Unit	Learning Objectives	Assessment	Differentiation	Resources
1	Introduction to Year 8	<ul style="list-style-type: none"> <li>• Issue passwords</li> <li>• Rules + expectations</li> <li>• Seating plan</li> <li>• Folders to be handed out</li> <li>• Folders to be handed out</li> <li>• Learning/Vocab books to be handed out</li> <li>• Target setting sheet to be stuck in file and learning targets shared for the coming term</li> <li>•</li> </ul>			<ul style="list-style-type: none"> <li>• <a href="#">Rules + expectations presentation</a></li> <li>• <a href="#">Expectations contract</a></li> </ul>
2	Baseline Assessment	<ul style="list-style-type: none"> <li>• Pupils complete assessment task</li> </ul>	<ul style="list-style-type: none"> <li>• Printout of assessment task</li> </ul>		<ul style="list-style-type: none"> <li>• Year 8 assessment task</li> </ul>
3	Business docs intro & logo design	<ul style="list-style-type: none"> <li>• Pupils to recap knowledge gained from year 7 on <b>target audiences</b></li> <li>• Pupils to design a professional logo using serif drawplus</li> </ul>	<ul style="list-style-type: none"> <li>• Observations of pupils on task</li> <li>• Q + A from last years knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils to start designing their logo for an adult target audience</li> </ul>	<ul style="list-style-type: none"> <li>• PowerPoint on logo design</li> </ul>


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4	Logo design & evaluate	<ul style="list-style-type: none"> <li>• Pupils to complete logo designs</li> <li>• Discussion on features desirable for the logo to go in a letterhead</li> <li>• Pupils to evaluate their design and suggest improvements</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observations</li> <li>• Q + A</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils continue to design.</li> <li>• G&amp;T pupils will evaluate their design and act upon improvements suggested</li> </ul> 	<ul style="list-style-type: none"> <li>• G&amp;T evaluation questions</li> </ul> 
5	Business docs intro	<ul style="list-style-type: none"> <li>• All pupils will learn the difference between:- letterhead, business card, fax, memo and minutes.</li> <li>• Most pupils will learn where each documents is used.</li> <li>• Some pupils will learn the importance of layout in each of the publications.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observations</li> <li>• Q + A</li> </ul>	<ul style="list-style-type: none"> <li>• Less able will be able to link each document with where it would be used.</li> <li>• More able will understand the layout of each document.</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
6	Letterhead & Business card	<ul style="list-style-type: none"> <li>• All pupils will learn the size of a business card and what a letterhead is.</li> <li>• Most pupils will</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observations</li> <li>• Q + A</li> <li>• Printout of designs</li> </ul>	<ul style="list-style-type: none"> <li>• Less able pupils will understand the layout and size of a business card and letterhead</li> <li>• More able will have</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>



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		<p>create a set of consistent designs.</p> <ul style="list-style-type: none"> <li>Some pupils will learn to create designs suitable for the target audience.</li> </ul>		<p>a design that uses more advanced tools.</p>	
7	Letterhead & Business card Letter layout	<ul style="list-style-type: none"> <li>Continuation of previous lesson</li> <li>All pupils will learn the correct order of a letter.</li> <li>Most pupils will evaluate designs suggesting improvements.</li> <li>Some pupils will improve designs based on evaluations.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observations</li> <li>Q + A</li> </ul>	<ul style="list-style-type: none"> <li>More able will independently produce a letter in the correct order.</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
8	Memo, Fax, Minutes	<ul style="list-style-type: none"> <li>All pupils will design each document and describe where it is used.</li> <li>Most pupils will learn to use a suitable layout.</li> <li>Some pupils will learn to design</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observations</li> <li>Q + A</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>

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		consistent examples suitable for the audience.			
9	Database - Start	<ul style="list-style-type: none"> <li>All pupils will learn the terms (File , field, record, data-types)</li> <li>Most pupils will learn to create a database file and use the correct data-types</li> <li>Some pupils will learn how to sort a database</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observations</li> <li>Q + A</li> <li>Printouts of database task and evidence of a sorted database</li> </ul>	<ul style="list-style-type: none"> <li>Less able pupils should be able to create a basic database and label file, field and record.</li> <li>More able pupils should be able to create a database with the relevant data-types, descriptions and be able to sort.</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
10	Database Queries.H/W - Ad/Dida "Databases!	<ul style="list-style-type: none"> <li>All pupils will learn how to query a database.</li> <li>Most pupils will learn what logical operators are.</li> <li>Some pupils will learn to create complex queries in their database.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observations</li> <li>Q + A</li> <li>Printouts of database task and evidence of a queried database</li> </ul>	<ul style="list-style-type: none"> <li>Less able pupils should be able to create a basic query for their database.</li> <li>More able pupils should be able to create a complex query using logical operators.</li> </ul>	<ul style="list-style-type: none"> <li>G&amp;T query questions that involve logical operators.</li> </ul> 

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		<ul style="list-style-type: none"> <li>Home Work - Advantage Dida "Database"</li> </ul>			
11	Mail-merge	<ul style="list-style-type: none"> <li>Databases pupils learning mail merge</li> <li>All pupils will learn to access a database from the shared folder</li> <li>All pupils will learn to copy and paste the database into their own area</li> <li>Most pupils will learn what the purpose of mail merge is and that it works between Access or Excel and Word or Publisher</li> <li>Some pupils will learn how the mail merge wizard in Word works</li> </ul>	<ul style="list-style-type: none"> <li>Q + A</li> <li>Teacher observations of pupils using the mail merge software</li> </ul>	<ul style="list-style-type: none"> <li>Less able to use instruction based worksheet for working through the mail merge wizard</li> <li>More able pupils provided with the opportunity to experiment with the mail merge wizard and to personalize their letterhead and letter layout</li> <li>They are also to evaluate the process of mail merge - what are its advantages and why?</li> </ul>	<ul style="list-style-type: none"> <li>Database task sheet.</li> <li>G&amp;T guidance on using mail-merge in word.</li> </ul>  
12	Database/ Mail-merge				

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	Test				
13	Unit 8.4 - Spreadsheet Functions	<ul style="list-style-type: none"> <li>Pupils to recap learning on unit 7.4 from year 7 - discuss spreadsheet purpose and implementation of important formulas</li> <li>Pupils to learn new skills including functions - MIN, MAX, AVERAGE and SUM</li> </ul>	<ul style="list-style-type: none"> <li>Questioning pupils on their understanding from unit 7.4 in year 7</li> <li>Completion of worksheets</li> </ul>	<ul style="list-style-type: none"> <li>Less able pupils will require both teacher support and perhaps a small revision class session within the lesson for the group of pupils who struggle the most</li> <li>More able pupils will be able to present their spreadsheet using colour, borders and appropriate titles to meet their purpose</li> </ul>	<ul style="list-style-type: none"> <li>Spreadsheet formula task</li> <li>Spreadsheet functions task</li> <li>Spreadsheet recap presentation</li> <li>G&amp;T extension on worksheet.</li> </ul>
14	Unit 8.4 - Spreadsheet interrogation	<ul style="list-style-type: none"> <li>All pupils to learn the difference between a label, numeric data and a formula</li> <li>All pupils to learn the purpose of a spreadsheet model and how to</li> </ul>	<ul style="list-style-type: none"> <li>Q + A (Assessment for Learning)</li> <li>Print outs</li> </ul>	<ul style="list-style-type: none"> <li>Q=A - ask more able pupils to justify comments - questions requiring generalization, hypothesizing and comparison will stretch the thinking of the</li> </ul>	<ul style="list-style-type: none"> <li>8.4T1a Starter</li> <li>8.4P1b Starter</li> <li>8.P1c School fete</li> <li>8.4P1d School fete worksheet</li> <li>8.4P1f Goal</li> </ul>



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		<p>implement a profit or loss model.</p> <ul style="list-style-type: none"> <li>• Most pupils will learn to interrogate a spreadsheet model</li> <li>• Some pupils to learn how to use goal seek</li> </ul>		<p>more able of the group</p> <ul style="list-style-type: none"> <li>• Less able pupils should not be provided the goal seek work - too high ability - provide these pupils with a separate resource reinforcing learning on formulas, functions and simple modeling</li> <li>• Pupils who wish to give goal seek 'a go' may use the help sheet.</li> </ul>	<p>seek</p> <ul style="list-style-type: none"> <li>• 8.4T1g Goal seek helpsheet</li> </ul> 
15	Unit 8.4 - Absolute cells	<ul style="list-style-type: none"> <li>• All pupils will recap learning of the purpose of a spreadsheet model and how to fill down a formula</li> <li>• Most pupils will learn to design and develop a new</li> </ul>	<ul style="list-style-type: none"> <li>• Q + A (Assessment for Learning)</li> <li>• Print outs - formulas and values</li> </ul>	<ul style="list-style-type: none"> <li>• Less able pupils will require this whole lesson to be differentiated to meet their needs - work with support staff and or HoF to develop a lesson suitable for their</li> </ul> 	<ul style="list-style-type: none"> <li>• 8.4T2a Phone starter</li> <li>• 8.4P2b Mobyphone 1</li> <li>• 8.4P2c Phone worksheet</li> </ul>

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		<p>model that incorporates absolute cell referencing.</p> <ul style="list-style-type: none"> <li>Some pupils may continue learning how to use goal seek</li> </ul>		<p>needs - they DO need to learn how to interrogate a spreadsheet model - they DO NOT have to understand inputs - rules and outputs coupled with absolute cell referencing</p> <ul style="list-style-type: none"> <li>More able pupils should however be given this opportunity</li> </ul>	
16	Unit 8.4 - Spreadsheet evaluation and prediction	<ul style="list-style-type: none"> <li>Continuation of the week before - pupils to be provided with the opportunity to reach the higher levels of modeling a spreadsheet</li> <li>All pupils to reinforce learning on how to interrogate a spreadsheet model</li> </ul>	<ul style="list-style-type: none"> <li>As week 9</li> </ul>	<ul style="list-style-type: none"> <li>As week 9</li> </ul>	<ul style="list-style-type: none"> <li>As week 9</li> </ul>



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		<ul style="list-style-type: none"> <li>• Most pupils to learn how to predict results and comment on how successful they have been</li> <li>• Some pupils to learn to evaluate a spreadsheet model - how users friendly are they - what is their advantage?</li> </ul>			
17	Unit 8.4 - Graphs	<ul style="list-style-type: none"> <li>• All pupils will learn how to represent data graphically</li> <li>• Most pupils will learn how to create a graph in Excel and be able to identify the relevant processes and icons</li> <li>• Some pupils will learn how to model a spreadsheet graphically and learn what relative referencing is</li> <li>• Pupils will have to</li> </ul>	<ul style="list-style-type: none"> <li>• Q + A</li> </ul>	<ul style="list-style-type: none"> <li>• Less able pupils may require the formulas to be provided to them in order to create the graph - as mentioned before - this is not the learning objective of the lesson anyway - it should be reinforcing prior learning of formulas - but if necessary provide them to enhance the pace of the</li> </ul>	<ul style="list-style-type: none"> <li>• Worksheet on graph creation</li> <li>• G&amp;T extension on worksheet.</li> </ul> 

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		use formulas to complete this exercise but this is not the lesson objective if necessary provide the formulas to enhance progress		<p>lesson and in order to learn new skills</p> <ul style="list-style-type: none"> <li>• More able pupils should be using cell referencing - not absolute but should be made aware of what relative referencing is.</li> </ul>	
					
18	Unit 8.4 - Spreadsheet test Part 1				
19	Unit 8.4 -End of unit test - part 2				
20	Unit 8.2 - HTML	<ul style="list-style-type: none"> <li>• Introducing the unit - designing your own web page</li> <li>• All pupils will learn how to search for information using logical operators and learn the terms:- Valid / bias / search (AND, OR)</li> <li>• Pupils to learn that</li> </ul>	<ul style="list-style-type: none"> <li>• Pupil responses to questioning (HTML)</li> <li>• Completion of evaluating web pages worksheet</li> </ul>	<ul style="list-style-type: none"> <li>• Middle/more able will have no problem following range of questioning skills to evaluate web pages</li> <li>• Less able will require pupil resource 2</li> </ul>	<ul style="list-style-type: none"> <li>• Pupil resource 1</li> <li>• Pupil resource 2</li> <li>• Teacher resource 1</li> </ul>

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		<p>all pages are designed using HTML (hyper text markup language) - demonstration</p> <ul style="list-style-type: none"> <li>• Pupils will first learn to evaluate other web pages - accuracy, ease of use, relevance and quality</li> </ul>			
21	Unit 8.2 - Webpage evaluation	<ul style="list-style-type: none"> <li>• Using <a href="http://www.google.com">www.google.com</a> - recap last weeks learning of evaluating web pages - question pupils</li> <li>• Pupils to complete their learning on evaluating web pages by completing worksheet</li> <li>• Formulate via a class discussion a final 10 points of what makes a good web site</li> </ul>	<ul style="list-style-type: none"> <li>• Q + A</li> <li>• Pupils to hand in web page evaluations - assess understanding</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils to continue to use differentiated resources</li> </ul>	<ul style="list-style-type: none"> <li>• Pupil resource 1</li> <li>• Pupil resource 2</li> </ul>


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22	Unit 8.2 Serif tools - H/W design 4 pages	<ul style="list-style-type: none"> <li>• Pupils will learn that there are different ways to design a website - depending on the package</li> <li>• Discuss differences between Serif and FrontPage</li> <li>• Pupils to learn the basic serif tools (How to insert new pages, etc)</li> </ul>	<ul style="list-style-type: none"> <li>• Assess answers to questions on web site design theory pack - pupils in pairs to provide feedback to the teacher on topics like images affecting downloading times</li> <li>• Homework - will assess understand of what makes a good web page - design homepage for their web site on a topic of their choice - <b>stress a year 8 target audience</b></li> </ul>		<ul style="list-style-type: none"> <li>• Teacher resource 2</li> <li>• Homework sheet</li> <li>• Web page theory packs</li> </ul>
23	Unit 8.2 Web Setup home page	<ul style="list-style-type: none"> <li>• Pupils will learn what a web site structure looks like</li> <li>• Pupils are to learn basic skills of Serif Webplus - setting inserting text, images and a background</li> </ul>	<ul style="list-style-type: none"> <li>• Q + A (web structure + demonstration of FrontPage features)</li> <li>• Teacher observation of pupils on task (stop class and go</li> </ul>	<ul style="list-style-type: none"> <li>• Lower ability pupils will stick rigidly to their homework plans</li> <li>• More able pupils will learn new skills within FrontPage as they move through their plan and alter</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher resource 3</li> </ul>

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			over as a group any features that need reinforcing	it accordingly - <b>promote this</b>	
24	Unit 8.2 - Animation/ Marque	<ul style="list-style-type: none"> <li>• Pupils to continue their learning of Serif</li> <li>• Teach pupils to add effects that interest a year 8 target audience e.g. a marquee</li> <li>• Discuss templates - advantages and disadvantages</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation - most importantly</li> <li>• Q + A</li> <li>• Homework - pupils to design the next 3 pages to their web page</li> </ul>	<ul style="list-style-type: none"> <li>• Some pupils will need help - reminding them simple features - provide them with the help sheets</li> <li>• More able pupils will have completed their homepage, ask them to print and attempt to refine - ensure that they annotate drafts</li> </ul>	<ul style="list-style-type: none"> <li>• Homework sheets</li> <li>• Help sheets</li> </ul>
25	Unit 8.2 - Hyperlinks	<ul style="list-style-type: none"> <li>• Pupils to begin setting up their second page of their web site</li> <li>• Pupils to add a hyperlink between the two pages -</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observations</li> <li>• Q + A</li> </ul>	<ul style="list-style-type: none"> <li>• Ask more able pupils to evaluate each page that they are producing - how effective is it - does it fit the audience and does</li> </ul>	<ul style="list-style-type: none"> <li>• Help sheets</li> </ul>

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		<p>recap learning on web page structure to provide a context</p> <ul style="list-style-type: none"> <li>Pupils may start designing their 3<sup>rd</sup> and 4<sup>th</sup> pages</li> </ul>		<p>it meet its purpose?</p> <ul style="list-style-type: none"> <li>Less able will have implemented at least 1 hyperlink</li> </ul>	
26	Unit 8.2 - Peer evaluation	<ul style="list-style-type: none"> <li>Pupils to learn to evaluate their own web pages, do they meet the criteria they produced when evaluating other web pages?</li> <li>Pupils will refine their web pages for a wider audience</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observations of pupils using Serif</li> <li>Q + A of web site criteria</li> <li>Pupils screen shots of their websites and evaluations accompanying them</li> </ul>	<ul style="list-style-type: none"> <li>More able pupils will refine their presentations for a 2<sup>nd</sup> audience and will provide in depth discussions when evaluating their web pages accuracy, ease of use, relevance and quality</li> </ul> <div style="text-align: center;">  </div> <ul style="list-style-type: none"> <li>Less able pupils will use the prompt sheet to evaluate their web pages</li> </ul>	<ul style="list-style-type: none"> <li>Reviewing web pages prompt sheet</li> <li>PowerPoint describing web site criteria</li> </ul>
23	Unit 8.2 Web Evaluate & refine	<ul style="list-style-type: none"> <li>Pupils to continue to learn how to evaluate their web pages</li> </ul>	<ul style="list-style-type: none"> <li>Work to be handed in for leveling purposes</li> </ul>	<ul style="list-style-type: none"> <li>Less able pupils will need guidance evaluating their web pages and will</li> </ul>	<ul style="list-style-type: none"> <li>Reviewing web pages prompt sheet</li> <li>PowerPoint</li> </ul>

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		<ul style="list-style-type: none"> <li>• More able will refine their web pages for an adult target audience</li> <li>• Pupils to hand in their web page project for leveling</li> </ul>		<p>need further explanations about key words like relevance, biased etc</p> <ul style="list-style-type: none"> <li>• More able pupils will be refining their web page for an adult target audience</li> </ul>	<p>describing web site criteria</p> <ul style="list-style-type: none"> <li>• G&amp;T extension on worksheet.</li> </ul>
27	Unit 8.5 Computer control	<ul style="list-style-type: none"> <li>• All pupils will learn what '<b>Computer Control</b>' is and the advantages of it.</li> <li>• Most pupils will learn to create a <b>sequence</b> of instructions</li> <li>• Some pupils will learn some different types of <b>sensors</b> use in Computer control.</li> <li>• Some pupils will learn to design a more complex flow chart and will show a good</li> </ul>	<ul style="list-style-type: none"> <li>• Q + A based on presentation (teacher resource 1)</li> <li>• Completion of their 'making a cup of tea' flow chart designs</li> <li>• Homework - to design a flow chart for turning on, then logging on a computer</li> </ul>	<ul style="list-style-type: none"> <li>• Less able pupils will need copies of the 'making cup of tea' slide and will rely heavily on this material</li> <li>• More able pupils will not use the accompanying slide and will use their own ideas to design their own flow charts.</li> </ul>	<ul style="list-style-type: none"> <li>• L1 - Presentation on control</li> <li>• L1 - starter - control devices</li> <li>• L1 - Cheese on toast main task</li> <li>• G&amp;T pupils to independently create a sequence form their own ideas.</li> </ul>

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		<p>understanding of key decisions to be made</p> <ul style="list-style-type: none"> <li>• Pupils can use symbols within Microsoft Word to carry out their designs</li> </ul>			
28	Unit 8.5 Flowol	<ul style="list-style-type: none"> <li>• All pupils will recap their learning on the key aspects of flow charts</li> <li>• All pupils will learn the tools that can be used in Flowol.</li> <li>• All pupils will learn what "Flowol" is used for and how to include "outputs" and "delays" in flowchart.</li> <li>• Most pupils will create a flow chart to operate a <b>zebra crossing</b>.</li> <li>• Some pupils will learn to create <b>complex</b> flowchart that includes <b>decisions</b></li> </ul>	<ul style="list-style-type: none"> <li>• Q + A based on the presentation</li> <li>• Printouts of the flowcharts</li> </ul>	<ul style="list-style-type: none"> <li>• Less able pupils will be able to label all tools used in flowol and create a flowchart suitable for a Zebra crossing</li> <li>• More able pupils will provide a sequence for the control of pedestrian crossing.</li> </ul>	<ul style="list-style-type: none"> <li>• L2 - Presentation on using flowol</li> <li>• L2 - Flowol Zebra crossing worksheet</li> </ul>



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30	Unit 8.5 Sub Procedures	<ul style="list-style-type: none"> <li>• All pupils will learn</li> <li>• All pupils will learn what a <b>sub-procedure</b> is.</li> <li>• Most pupils will learn the <b>advantages</b> of sub-procedures</li> <li>• Some pupils will learn to design multiple flowcharts with a sub-procedures</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils will demonstrate their skills on Flowol - pupils must screen shot their work and annotate it</li> <li>• Q + A on key aspects of Flowol - demonstrate and get pupils to answer</li> <li>• Q + A based on knowledge gained from weeks 28 and 29 - show pupils the symbols and ask them what the symbol means</li> </ul>	<ul style="list-style-type: none"> <li>• Less able pupils will create a simple sub procedure in a flowchart.</li> <li>• More able pupils will create four flowcharts that run simultaneously and use the same sub-procedure</li> </ul> 	<ul style="list-style-type: none"> <li>• L3 - Presentation</li> <li>• L3 - Sub-procedure worksheet</li> <li>• G&amp;T extension on worksheet.</li> </ul> 
31	Unit 8.5 Flowol Values	<ul style="list-style-type: none"> <li>• Pupils continue their learning of control</li> <li>• All pupils will learn to use <b>Values</b> in a flowchart.</li> <li>• Most pupils will learn to create a flowchart for</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils will print their designs and print them off - these can then be assessed</li> <li>• Q+A</li> <li>• Hand written comments on instruction to</li> </ul>	<ul style="list-style-type: none"> <li>• Less able pupils will use the instruction sheet to complete the tasks</li> <li>• More able pupils will sequence instructions of their own and build a control model</li> </ul>	<p>L4 - Presentation on values. L4 - Greenhouse worksheet. G&amp;T extension task on worksheet. To describe the complex sequence of instructions</p>

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		<p>effectively operating a <b>greenhouse</b>.</p> <ul style="list-style-type: none"> <li>Some pupils will learn to evaluate the <b>effectiveness</b> of their design and <b>describe</b> the process.</li> </ul>	operate the greenhouse.	independently	used.
32	Unit 8.5 Flowol values cont.	<ul style="list-style-type: none"> <li>Pupils to continue their learning of flowcharts and procedure</li> <li>All pupils will learn to describe the sequences of their flow chart for operating a greenhouse.</li> <li>Most pupils will evaluate the effectiveness of using control software.</li> <li>Some pupils will compare and contrast various</li> </ul>	<ul style="list-style-type: none"> <li>Pupils will annotate their work - showing a clear sequence of instructions</li> <li>Evaluation that compares the software packages used in flowcharts.</li> </ul>	•	<ul style="list-style-type: none"> <li>L5 - Presentation</li> <li>Evaluation questions</li> <li>G&amp;T pupils will compare software tools in the creation of their flowcharts.</li> </ul> 

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		software packages in the creation of flowcharts			
33	Unit 8.5 Super logo	<ul style="list-style-type: none"> <li>All pupils will learn what that logo is a control package. They will all learn what a command is and what a procedure is and will learn the simple commands within logo such as FD for forward and BK for back</li> <li>Most pupils will demonstrate implementing a procedure into logo of drawing a square</li> <li>Some pupils will demonstrate more complex procedures and this will be evident by designing triangles, parallelograms etc</li> </ul>	<ul style="list-style-type: none"> <li>Q + A based on demonstration of logo and description of procedures and commands</li> <li>Plenary exercise - paper based task of designing the procedure for a set task</li> <li>Screen shots/printing of procedures and shape designs</li> </ul>	<ul style="list-style-type: none"> <li>Less able pupils should be able to recall what a procedure is and will be able to design simple shapes using the FD commands</li> <li>More able pupils will create more complex procedures using the second logo exercise - they will show a better understanding of angles and audience so will include relevant colours, thickness of lines etc</li> </ul>	<ul style="list-style-type: none"> <li>Plenary exercise (paper based)</li> <li>Logo exercise 1</li> <li>Logo exercise 2</li> </ul>
34	Unit 8.5 Control End of unit test				



## Year 8 Scheme of Work 2006 - 2008

35	SATS Revision, File management, Spreadsheets	<ul style="list-style-type: none"> <li>All pupils will learn the front end of the SATs software and how to move from one package to another.</li> <li>Most pupils will learn how to save and open files.</li> <li>Most will learn how to open and send email attachments</li> <li>Some pupils will learn how to use goal seek using the spreadsheet software and how to create a graph</li> </ul>	<ul style="list-style-type: none"> <li>Assess work in progress.</li> <li>Q &amp; A. to assess pupils knowledge</li> </ul>	<ul style="list-style-type: none"> <li>Less able pupils should be able to access each software, locate the specified file and use basic formulas in their spreadsheet task.</li> <li>G&amp;T pupils should be able to use more complex functions in their spreadsheet and will be able to create a graph that is fit for purpose.</li> </ul>	<ul style="list-style-type: none"> <li>SATs software</li> <li>Demonstrate:-</li> <li>Logo</li> <li>File management</li> <li>Goal seek</li> </ul>
36	SATS Revision, Recap logo, Databases	<ul style="list-style-type: none"> <li>All pupils will learn how to use logo to design a shape.</li> <li>Most pupils will learn to use the repeat command when using logo.</li> <li>Most pupils will learn how to query a database.</li> <li>Some pupils will</li> </ul>	<ul style="list-style-type: none"> <li>Assess work in progress.</li> <li>Q &amp; A. to assess pupils knowledge</li> </ul>	<ul style="list-style-type: none"> <li>Less able pupils should be able to follow simple instruction using LOGO to create a shape.</li> <li>More able pupils will be able to independently query a database using more than one</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate:-</li> <li>Queries</li> <li>Logical operators</li> </ul>



## Year 8 Scheme of Work 2006 - 2008

		learn how use logical operators to find their results from a query.		criteria.	
37	SATS-Mock	<ul style="list-style-type: none"><li>• Test 1</li></ul>	<ul style="list-style-type: none"><li>• SATs feedback</li></ul>	<ul style="list-style-type: none"><li>• Test Conditions</li></ul>	<ul style="list-style-type: none"><li>•</li></ul>
38	SATS-Mock	<ul style="list-style-type: none"><li>• Test 2</li></ul>	<ul style="list-style-type: none"><li>• SATs feedback</li></ul>	<ul style="list-style-type: none"><li>• Test Conditions</li><li>•</li></ul>	<ul style="list-style-type: none"><li>•</li></ul>