

Subject	Year 7 Threshold Knowledge – Autumn/Spring/Summer term	How to support students' learning
IT	<p>Autumn Term</p> <p>Getting started -</p> <ol style="list-style-type: none"> 1. Know the processes for logging into the school's network. 2. Know the processes for sending and receiving emails. 3. Log into the school's network proficiently. 4. Send and receive emails successfully, using appropriate language and content. 5. Know how to save, rename and organise files. 6. Organise files and folders to facilitate ease of access and use. 7. Know how to access files stored in the cloud. 8. Demonstrate proficiency in using the school's network and computing facilities. 9. Know and use key principles of internet safety. 10. Demonstrate safe practices when using the Internet. 11. Understand what a digital footprint is and how to minimise its impact. 12. Identify situations involving cyberbullying. 13. Confidently know how to deal with cyberbullying situations. 14. Know the purpose of a VLE platform. 15. Understand the basics of a computer system. <p>Digital Citizenship -</p> <ol style="list-style-type: none"> 16. Understand the different types of social media platform and its features. 17. Identify the risks associated with using a social media platform. 18. Know what is meant by fake news and why people publish it. 19. Understand a number of ways in which you can spot fake news. 20. Know what is meant by phishing and online scams. 21. Identify an online scam and how it can present themselves in different formats. 	<ul style="list-style-type: none"> • Ask your son/daughter to independently login to Office 365/MS Teams frequently to ensure their login details are accurate and to demonstrate self-reliance. • Independently update their passwords at least every term to keep them secure and private. • Discuss privacy settings on accounts and apps, to help your child understand the importance of protecting their identity and data online. • Use the BBC Bitesize website section on eSafety: https://www.bbc.co.uk/bitesize/guides/zrtrd2p/revision/3 to review knowledge and complete the fun quizzes. • Assist students in creating their own spreadsheets for budgeting their pocket money, or logging their sports teams achievements, practicing the different formulas, functions and formatting skills learnt. Students have a copy of the textbook pages with examples to help support them. • Use the BBC Bitesize website section on spreadsheets: https://www.bbc.co.uk/bitesize/guides/zdydmp3/revision/1 <ul style="list-style-type: none"> • Useful information and videos to explain different aspects of digital citizenship: https://mediasmarts.ca/digital-media-literacy/general-information/digital-media-literacy-fundamentals/what-digital-citizenship • Additional advice on being safe on social medias: https://www.ncsc.gov.uk/guidance/social-media-how-to-use-it-safely • Additional advice on fake news: https://www.internetmatters.org/issues/fake-news-and-misinformation-advice-

	<p>22. Identify the measures that can be put in place to avoid becoming a victim of an online scam.</p> <p>23. Identify suitable questions and assets for use in an interactive quiz, storing in an appropriate folder for later use.</p> <p>24. Define a house style by creating a consistent look to the interactive quiz.</p> <p>25. Successfully create and export an interactive quiz about digital citizenship.</p> <p>Spring Term Scratch Skills -</p> <p>26. Compare how humans and computers understand instructions (understand and carry out).</p> <p>27. Define a sequence as instructions performed in order, with each executed in turn.</p> <p>28. Define a variable as a name that refers to data being stored by the computer.</p> <p>29. Recognise that computers follow the control flow of input/process/output.</p> <p>30. Predict the outcome of a simple sequence that includes variables and trace the values of variables within a sequence.</p> <p>31. Define a condition as an expression that will be evaluated as either true or false.</p> <p>32. Identify where selection statements can be used in a program.</p> <p>33. Modify a program to include selection.</p> <p>34. Create conditions that use comparison operators (>,<=).</p> <p>35. Identify where selection statements can be used in a program that include comparison (>,<=) and logical operators (AND,OR,NOT).</p> <p>36. Define iteration as a group of instructions that are repeatedly executed.</p> <p>37. Identify and implement where count-controlled iteration can be used in a program.</p> <p>38. Detect and correct errors in a program (debugging).</p> <p>39. Know how to design programs in Scratch to solve specific problems.</p>	<p>hub/learn-about-fake-news-to-support-children/</p> <ul style="list-style-type: none"> • Additional advice on online scams: https://abilitynet.org.uk/factsheets/internet-scams-and-how-avoid-them • Encourage your child to practice Scratch programming skills using: https://scratch.mit.edu/ideas • Use the BBC Bitesize information to reinforce learning on sequencing in this topic: https://www.bbc.co.uk/bitesize/guides/zsf8d2p/revision/1 • Use the BBC Bitesize information to reinforce learning on selection in this topic: https://www.bbc.co.uk/bitesize/guides/zy3q7ty/revision/1 • Use the BBC Bitesize information to reinforce learning on Iteration in this topic: https://www.bbc.co.uk/bitesize/guides/zg46tfr/revision/1
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	<p>40. Independently design and apply programming constructs to solve a problem (subroutine, selection, count-controlled iteration, operators, and variables).</p> <p>41. Understand the purpose of Scratch software.</p> <p>42. Scratch Project - Understand how variables can change as a program runs.</p> <p>43. Plan an effective virtual pet game.</p> <p>44. Identify the features of the game design.</p> <p>45. Create a range of sprites using appropriate software tools.</p> <p>46. Apply basic learnt skills independently to create a virtual pet game.</p> <p>47. Apply a range of skills to create a user-friendly virtual pet game.</p> <p>48. Use a range of costumes for a character within the game.</p> <p>49. Create a range of suitable variables.</p> <p>50. Add audio to the virtual pet game to make it more effective.</p> <p>51. Use effectively a range of programming constructs from taught skills e.g. subroutines, broadcast.</p> <p>52. Research existing virtual pet games effectively to identify suitability.</p> <p>53. Recognise how to create a program suitable for a target audience.</p> <p>54. Know how to test own game and to self-reflect on improvements.</p> <p>55. Effectively test a virtual pet game and provide suitable feedback comments to a peer.</p> <p>Summer Term Spreadsheets -</p> <p>56. Write basic formulae in a spreadsheet.</p> <p>57. Use a range of basic formulae to manipulate data.</p> <p>58. Understand the concept of replication and the uses of relative and absolute cell referencing.</p> <p>59. Name cells and ranges within a spreadsheet.</p> <p>60. Write a range of basic functions including SUM, AVERAGE, MAX, MIN, COUNT and IF.</p>	<ul style="list-style-type: none"> • Assist students in creating their own spreadsheets for budgeting their pocket money, or logging their sports teams achievements, practicing the different formulas, functions and formatting skills learnt. • Use the BBC Bitesize website section on spreadsheets: https://www.bbc.co.uk/bitesize/guides/zdydmp3/revision/1
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<p>61. Identify the most appropriate functions to use when developing a spreadsheet for a particular purpose.</p> <p>62. Know how to use conditional formatting.</p> <p>63. Confidently use conditional formatting.</p> <p>64. Use data in a spreadsheet to create graphs and charts.</p> <p>65. Create graphs and charts to represent different types of information.</p> <p>66. Identify the most appropriate chart or graph to display different types of information.</p> <p>67. Demonstrate proficiency in the use of spreadsheets to handle data in a variety of situations.</p> <p>68. Demonstrate how to interpret data from spreadsheets.</p> <p>Designing Vector Graphics -</p> <p>69. Use tools to draw and modify shapes - changing position and rotation shapes.</p> <p>70. Explain how z-order determines what is visible.</p> <p>71. Use tools to align and distribute objects to create uniformity.</p> <p>72. Understand how grouping can be used to work with several objects at once.</p> <p>73. Combine two shapes using union, intersection, and difference.</p> <p>74. Understand that vector graphics are made up of paths.</p> <p>75. Create and modify straight and curved paths.</p> <p>76. Combine tools and techniques to create a vector image.</p> <p>77. Know how to evaluate the project against its given purpose.</p> <p>78. Understand how markup defines what a vector graphic looks like.</p> <p>79. Change an object by modifying its markup.</p> <p>80. Plan improvements and implement them to develop a project.</p> <p>81. Explain key differences between vector and bitmap images.</p> <p>82. Outline which image type best suits which uses.</p>	<ul style="list-style-type: none"> • Useful shortcuts for Excel: https://www.simplilearn.com/tutorials/excel-tutorial/excel-shortcuts • To help your child understand the history of vector graphics: https://www.adobe.com/uk/creativecloud/illustration/discover/vector-art.html#:~:text=Vector%20graphics%20are%20designed%20with,allowing%20for%20a%20crisper%20display. • Tutorials on Inkscape vector graphics software: • https://inkscape.org/learn/tutorials/ • Tutorial for beginners 2023 - https://www.youtube.com/watch?v=rFYQW2DCM2I
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	83. Evaluate their image against success criteria.	
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