



Number of weeks (between 6&8)	Content of the unit	Assumed prior learning (tested at the beginning of the unit)																																																																																																																																																																																																																																																																														
6	<p>Using computers safely, effectively and responsibly</p> <p>This is a theoretical unit covering the necessary basic knowledge to use computers safely, effectively and responsibly. Pupils begin by looking at file management and security. The unit then moves on to e-safety (cyber-bullying, phishing etc.), and online profiles to give pupils a better understanding and awareness of using social media. The functionality and operation of email and search engines and how to use them effectively are covered, and a final lesson includes a multiple choice test on the contents of the unit and basic computer use.</p>	<p>All pupils will have a basic knowledge of using a computer, creating and managing files. They may already have email accounts and be able to send and receive emails, and will have used a search engine such as Google.</p>																																																																																																																																																																																																																																																																														
Assessment points and tasks	Written feedback points	Learning Outcomes (tested at the end and related to subject competences)																																																																																																																																																																																																																																																																														
<p>Pupils will sit a multiple choice test as their final assessment.</p> <p>This Schemes of work is aimed towards GCSE Grades F-D</p>	<p>Provide feedback mid-way through the unit.</p> <p>Provide written feedback following the end of unit assessment.</p>	<table border="1"> <thead> <tr> <th></th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> <th>6</th> <th>7</th> <th>8</th> <th>9</th> </tr> </thead> <tbody> <tr><td>I can recall the term copyright</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>I can describe what copyright means</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>I can identify the term legislation</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>I can discuss copyright law</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>I can identify why organisations must protect 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		<ul style="list-style-type: none"><li>• list some of the dangers and drawbacks of social networking sites</li><li>• list some possible responses to cyberbullying</li><li>• send and reply to emails, send attachments</li><li>• use a search engine to find information</li></ul> <p><b>Most pupils will be able to:</b></p> <ul style="list-style-type: none"><li>• describe guidelines for keeping their identity secure on the Internet</li><li>• describe what is meant by identity theft and how to minimize the risks of this</li><li>• identify a probable phishing email and deal with it appropriately</li><li>• describe how to minimize the danger of having their computer infected by a virus</li><li>• resize images before attaching to emails</li><li>• explain the advantages and disadvantages of email as a method of communication</li></ul> <p><b>Some pupils will be able to:</b></p> <ul style="list-style-type: none"><li>• manage a Contacts list efficiently for email</li><li>• use an email signature</li><li>• use the advanced features of a search engine</li><li>• describe why the information they find may not be accurate</li></ul>
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3	<ul style="list-style-type: none"> <li>Learn how to create a secure, memorable password</li> <li>Learn how to protect your identity online</li> <li>Learn how to avoid being a victim of an email scam</li> </ul>	<ul style="list-style-type: none"> <li>explain what constitutes a “strong” password for an online account</li> <li>describe guidelines for keeping their identity secure on the Internet</li> <li>describe what is meant by identity theft and how to minimize the risks of this</li> <li>identify a probable phishing email and deal with it appropriately</li> </ul>	<p>Ask the class how many sites they visit that need a password. Do they use the same password for everything?</p>	<p>Discuss some basic rules for password security. Complete Task 1.</p> <p><b>Identity theft</b> - Ask the class what other methods of keeping data secure they may have experienced or heard of. Ask the class if they have email accounts. Have they, or someone in their family, ever received an email from someone pretending to be a friend or contact? Or an email telling them that it’s urgent to click on a link in the email? Talk about phishing emails. Show example. Complete Task 2.</p>	<p>Task 1 on Worksheet 3 Protecting personal data</p> <p>Complete Task 2 on the worksheet.</p>	<p>Create a poster which provides a checklist on making a good password</p> <p>Or</p> <p>Create a poster to give tips on how to spot a phishing email</p>	<p>How many signs did they spot in the scam email? What should they do with the email?</p>
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4	<ul style="list-style-type: none"> <li>To learn how to             <ul style="list-style-type: none"> <li>– Send, respond to and forward emails</li> <li>– search your old emails for a sender, subject, etc.</li> <li>– Resize large image files before sending</li> <li>– Manage a contacts list</li> </ul> </li> <li>Be aware of the advantages and disadvantages of email</li> </ul>	<ul style="list-style-type: none"> <li>send and reply to emails, send attachments</li> <li>resize images before attaching to emails</li> <li>explain the advantages and disadvantages of email as a method of communication</li> <li>manage a Contacts list efficiently for email</li> <li>use an email signature</li> </ul>	<p>Ask the pupils if they have email addresses. All will have a school email address. What do they use it for?</p>	<p>Discuss briefly how email works, and ask pupils what services email providers give.</p> <p>What usernames do the pupils have? Are these names that they would use when applying for a job?</p> <p>Demonstrate the basics of sending, forwarding and replying to emails, using CC (Carbon Copy) and BCC (Blind Carbon Copy) and sending attachments. Give out <b>Worksheet 4</b> which can be completed in pairs or small groups.</p> <p>Discuss the Address book feature, and its usefulness. An email signature is useful in a business context but maybe not so useful for personal emails. Pupils may sometimes need to send formal emails – what should these look like?</p> <p>Ask the pupils what they think are the advantages of emails over other forms of communication such as texting, social networks, letters, phone calls. How can they ensure that their email has been received? Do emails have any disadvantages?</p> <p>Demonstrate searching for all the emails from a particular sender or containing a particular word or phrase if you have a suitable Inbox for demonstration.</p>	Worksheet 4 (sending and responding to emails).	Send an email to your teacher. Include an attachment where you explain at least three advantages and three disadvantages of emails.	Discuss the emails that the pupils have written for Worksheet 4.
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5	<ul style="list-style-type: none"> <li>Define the term “search engine” and name examples</li> <li>Learn techniques to use a search engine efficiently</li> <li>Appreciate that there is no guarantee that the information on the Internet is accurate</li> </ul>	<ul style="list-style-type: none"> <li>use a search engine to find information</li> <li>use the advanced features of a search engine</li> <li>describe why the information they find may not be accurate</li> </ul>	<p>How many search engines can the pupils name? Which one do they use most? How often do they use a search engine?</p>	<p>Explain <b>How a search engine works</b> – including an explanation of a web server.</p> <p>Explain how using specific <b>Keywords</b> will help in a search and show some tips including “ and -.</p> <p>Demonstrate <b>Google’s advanced search</b>.</p> <p>On the Google results page, the <b>Advanced Search</b> option is found by clicking the Settings “cog” icon, then selecting Advanced Search from the menu.</p> <p><b>How accurate is the information?</b> Encourage pupils to be critical of information they find on the web. Discuss reliability.</p> <p>Discuss <b>Wikipedia</b> and reliability.</p>	Worksheet 5	Revision for assessment next lesson.	Class discussion on answers to the Worksheet tasks.
6	<ul style="list-style-type: none"> <li>Assessment of learning for the unit.</li> </ul>			<p>Briefly revise at the start of the lesson.</p> <p>Explain rules for the assessment.</p> <p>Explain how the assessment is to be completed.</p>	7.1 Final Assessment	Wordsearch introducing key terms for the next unit to be studied.	Explain to pupils what the next unit will be about.