



Short Activities Planner – Curriculum Progression

Curriculum Area: **Finding things out (finding information for a purpose)**

Year 7	Year 8	Year 9
<p>Expected situation on transfer:</p> <p>Students will be able to consider different information sources such as Internet, CD ROM, Newspapers and Magazines, Books, TV and Radio, Word of mouth.</p>	<p>Students will have an appreciation of the suitability of an information source and some will be able to distinguish between fact and opinion. Some may also have an appreciation on the validity of the information, possible based on the source.</p>	<p>Students can select appropriate information, rephrasing where necessary for a set purpose or task. They are aware of incorrect, misleading or biased information.</p>
<p><i>Identify the purpose of an information source e.g. to present facts or opinions, to advertise, publicise or entertain) and whether it is likely to be biased.</i></p> <p><i>Identify what information is relevant to a task. Search a variety of sources for information relevant to a task (e.g. using indexes, search techniques, navigational structures and engines).</i></p> <p><i>Assess the value of information from various sources to a particular task.</i></p> <p>Students often lack understanding or appreciation of source and purpose and copy and paste information with no consideration of its suitability or correctness. Often have idea that it's on the web so it's correct. Often jump at first webpage or picture. Priority often given to web rather than other sources.</p>	<p><i>Understand how the content and style of an information source affect its suitability for particular purposes, by considering:</i></p> <ul style="list-style-type: none"> <i>– its mix of fact, opinion and material designed to advertise, publicise or entertain</i> <i>– the viewpoints it offers</i> <i>– the clarity, accessibility and plausibility of the material.</i> <p><i>Devise and apply criteria to evaluate how well various information sources will support a task.</i></p> <p><i>Justify the use of particular information sources to support an investigation or presentation.</i></p> <p>Little use made of non web based resources.</p>	<p><i>Select information sources and data systematically for an identified purpose by:</i></p> <ul style="list-style-type: none"> <i>– judging the reliability of the information sources</i> <i>– identifying possible bias due to sampling methods</i> <i>– collecting valid, accurate data efficiently</i> <i>– recognising potential misuse of collected data.</i> <p>Boys in particular will copy and paste without proof reading. Still find that students often pick first site without checking content.</p>
<p>Students should be able to choose the most appropriate source for a set task or purpose. Students should be able to say why they have chosen the information and its source and have some appreciation for copyright.</p>	<p>Students will be able to distinguish between fact and opinion. They should have an appreciation on the validity of the information possible based on a review of similar sources.</p>	<p>Required situation by end of key stage:</p> <p>Judging the reliability of the information sources, identifying possible bias due to sampling methods, collecting valid, accurate data efficiently, recognising potential misuse of collected data.</p>

Framework objectives in italics.