



Short Activities Planner – Curriculum Progression

Curriculum Area: Reviewing, modifying and evaluating work

Year 7	Year 8	Year 9
Expected situation on transfer:		
<ol style="list-style-type: none"> 1. <i>Understand how someone using an information source could be misled by missing or inaccurate information.</i> 2. <i>Narrow down a search to achieve more relevant results.</i> 3. <i>Check data efficiently for errors.</i> 4. <i>Check whether conclusions are plausible;</i> 5. <i>Review and amend the structure and its data to answer further questions.</i> 6. <i>Checking their appropriateness and accurate working.</i> 7. <i>Test whether a simple model operates satisfactorily.</i> 8. <i>Testing and refining the instructions.</i> 9. <i>Use given criteria to evaluate the effectiveness of own and others' publications and presentations.</i> 10. <i>Re-organising, developing and combining information, including text, images and sound, using the simple editing functions of common applications.</i> 	<ol style="list-style-type: none"> 1. <i>Devise and apply criteria to evaluate how well various information sources will support a task.</i> 2. <i>Justify the use of particular information sources to support an investigation or presentation.</i> 3. <i>Explore and interpret collected data in order to draw conclusions.</i> 4. <i>Assess the consistency of conclusions with other evidence.</i> 5. <i>How data collection and storage are automated in commerce and some public services.</i> 6. <i>The impact of electronic databases on commercial practice and society;</i> 7. <i>Potential misuse of personal data.</i> 8. <i>Consider the benefits and drawbacks of using ICT to automate processes (e.g. using wizards, templates).</i> 9. <i>Review and modify ICT models to improve their accuracy and extend their scope (e.g. by introducing different or new variables and producing further outcomes).</i> 10. <i>Understand how control and monitoring has affected commercial and industrial processes (e.g. telecommunication, health and transport services).</i> 11. <i>Devise criteria to evaluate the effectiveness of own and others' publications and presentations, and use the criteria to make refinements.</i> 	<ol style="list-style-type: none"> 1. <i>Recognising potential misuse of collected data.</i> 2. <i>Reviewing the process of analysis and the plausibility of the predictions or conclusions.</i> 3. <i>Systematic testing of processes and reports;</i> 4. <i>Evaluation of the system's performance and suggested modifications.</i> 5. <i>Test hypotheses and predictions using models, comparing their behaviour with information from other sources.</i> 6. <i>Evaluating the system's performance.</i> 7. <i>Review and modify own or others' monitoring and control systems to improve efficiency (e.g. use more efficient procedures, reduce the number of instructions or procedures, add an element of feedback).</i> 8. <i>Use knowledge of publications and media forms to devise criteria to assess the quality and impact of multimedia communications and presentations, and apply the criteria to develop and refine own work.</i> 9. <i>Understand the advantages, dangers and moral issues in using ICT to manipulate and present information to large unknown audiences (e.g. issues of ownership, quality control, exclusion, impact on particular communities).</i>



		Required situation by end of key stage:

Framework objectives in italics.