

Scheme of Work 2020 - 2021
Subject: Traineeship (Digital Skills)

Year Group: 12

Specification: NCFE Level 2 Certificate in Digital Skills

Lesson No	Topic & Objectives	Big Question – What will students learn?	Key Activities & Specialist Terminology (Do Now Task / Starter/Tasks/Plenary)	Planned Assessment	Homework or flipped learning resources DODDLE resources	Lit Num SMSC Codes
W.B. 3 rd Sept	Unit 1 Session 1 Online Search Facilities	LO 1.1 Identify online search facilities used to find information	Be able to: <ul style="list-style-type: none"> Identify appropriate search facilities to find relevant information Identify appropriate search facilities to find more specific information Identify specific search facilities to aid own research projects 	Direct and indirect questions Purple book –End of Topic Assessment Direct and indirect questions Discussion Feedback participation Observation during activities Completed assessment tools (Introductory Activity 1, Activity 2, Activity 3 and Activity 4 plus extension Activity)	Research on keywords and definitions Muddiest point Documented problem solutions Directed paraphrasing Classroom opinion polls doddlelearn.co.uk	C3
					Presentation –	C2

W.B. 7 th Sept	Unit 1 Session 2 How Search Engines Work	LO 1.2 Explain how search engines work	Be able to: <ul style="list-style-type: none"> Identify the different types of search engines Understand how the main types of search engines produce required results Identify specific search engines which could be utilised for specialised research projects. 	Session 2 Activity 3 Internet Search Purple book –End of Topic Assessment Direct and indirect questions Discussion Feedback participation Observation during activities Completed assessment tools (Introductory Activity 1, Activity 2, and Activity 3 plus extension Activity)	“How search engines work” (Slides 8-24) Unit 1 Workbook Internet access Register Paper/pens or Suitable word processing programme Classroom opinion polls doddlelearn.co.uk	C3
W.B. 14 th Sept	Unit 1 Session 3 Advanced Search Techniques	LO 1.3 Use advanced search techniques to find information	Be able to: <ul style="list-style-type: none"> Understand how to obtain information using advanced search techniques. Use advanced search techniques to improve online research Use a combination of advanced search techniques to find precise information quickly 	Purple book –End of Topic Assessment Direct and indirect questions Discussion Feedback participation Observation during activities	Presentation – “Advanced Search Techniques” (Slides 8-26) Unit 1 Workbook Paper/pens or Suitable word processing programme. Access to Internet	Sp3

				Completed assessment tools (Introductory Activity 1, Activity 2, and Activity 3 plus extension Activity) Q & A, take notes		
W.B. 21 th Sept	Unit 1 Session 4 Identify Sources of Information	LO 1.4 Identify sources of information to meet own or business needs LO 1.5 Use bookmarking, search and filter facilities	Be able to: <ul style="list-style-type: none"> • Understand how to identify sources of information suitable for own or business needs • Use bookmarking, search and filter facilities • Compare sources of information for validity and relevance. • Search and record sources of information, using a variety of search facilities and options. • Identify specific sources of information relevant to own research. • Record this information using bookmarking and other search facilities. 	Purple book –End of Topic Assessment Direct and indirect questions Discussion Feedback participation Observation during activities Completed assessment tools (Introductory Activity 1, Activity 2, and Activity 3 plus extension Activity) Q & A, take notes	Presentation – “Identify sources of information” (Slides 8-21) Unit 1 Workbook Paper/pens or Suitable word processing programme. Access to Internet Classroom opinion polls doddlelearn.co.uk	C1 C2 C3 M8
W.B. 28 th Sept	Unit 1 Session 5	LO 2.1 Demonstrate that the information gathered is	Be able to:	Purple book –End of Topic Assessment	Presentation – “Reliable and credible sources” (Slides 7-16)	C1 C2 C3

	Reliable and Credible Sources	<p>from reliable and credible sources.</p> <p>LO 2.2 Evaluate the quality of information in relation to its intended purpose.</p>	<ul style="list-style-type: none"> • Understand how to ensure that information gathered is from reliable and credible sources • Evaluate the quality of information gathered • Compare different sources of information for reliability and credibility • Evaluate and compare the quality of information gathered from a variety of sources • Understand how to ensure that information gathered for a specific project is from reliable and credible sources • Evaluate and compare the quality of information gathered for a specific project from a variety of sources 	<p>Direct and indirect questions</p> <p>Discussion</p> <p>Feedback participation</p> <p>Observation during activities</p> <p>Completed assessment tools (Introductory Activity 1, Activity 2, and Activity 3 plus extension Activity)</p> <p>Q & A, take notes</p>	<p>Unit 1 Workbook</p> <p>Paper/pens or Suitable word processing programme.</p> <p>Access to Internet</p> <p>Classroom opinion polls</p> <p>doddlelearn.co.uk</p>	
W.B. 5 th Oct	Unit 1 Session 6 Copyright of Information	LO 2.3 Explain regulations surrounding copyright of information	<p>Be able to:</p> <ul style="list-style-type: none"> • Understand the regulations surrounding the copyright of information • Explain how the Copyright, Designs and Patents Act 1988 impacts on individuals and organisations • Understand how the Copyright, Designs and Patents Act 1988 impacts on own projects and personal research 	<p>Purple book –End of Topic Assessment</p> <p>Direct and indirect questions</p> <p>Discussion</p> <p>Feedback participation</p> <p>Observation during activities</p>	<p>Presentation – “Copyright of information” (Slides 7-18)</p> <p>Unit 1 Workbook</p> <p>Paper/pens or Suitable word processing programme.</p> <p>Access to Internet</p> <p>Classroom opinion polls</p>	C1 C2 C3

				Completed assessment tools (Introductory Activity 1, Activity 2, and Activity 3 plus extension Activity) Q & A, take notes	doddlelearn.co.uk	
W.B. 12 th Oct	Unit 1 Session 7 Importance of Quality Information	LO 2.4 Explain the importance of producing quality information	Be able to: <ul style="list-style-type: none"> • Understand the importance of producing quality information • Explain the impact that not producing quality information will have on an organisation • Understand how to produce quality information for specific projects and organisational requirements 	Purple book –End of Topic Assessment Direct and indirect questions Discussion Feedback participation Observation during activities Completed assessment tools (Introductory Activity 1, Activity 2, and Activity 3 plus extension Activity) Q & A, take notes	Presentation – “Importance of quality information” (Slides 7-15) Unit 1 Workbook Paper/pens or suitable word processing programme. Access to Internet Classroom opinion polls doddlelearn.co.uk	C1 C2 C3 Sp2 Sp3
W.B. 19 th Oct	Unit 1	LO 3.1 Explain the importance of routine file housekeeping for efficient	Be able to:	Purple book –End of Topic Assessment	Presentation – “File housekeeping” (Slides 7-17)	Sp7

	Session 8 File Housekeeping	handling and retrieval of information	<ul style="list-style-type: none"> Understand why routine file housekeeping is necessary for file handling and retrieval Set up your own file structures for your own accounts and maintain on a regular basis Understand how to use different methods of file housekeeping to maintain good file structures which aid information processing 	<p>Direct and indirect questions</p> <p>Discussion</p> <p>Feedback participation</p> <p>Observation during activities</p> <p>Completed assessment tools (Introductory Activity 1, Activity 2, and Activity 3 plus extension Activity)</p> <p>Q & A, take notes</p>	<p>Unit 1 Workbook</p> <p>Paper/pens or Suitable word processing programme.</p> <p>Access to Internet</p> <p>Classroom opinion polls</p> <p>doddlelearn.co.uk</p>	
W.B. 2 th Oct	Unit 1 Session 9 Standards and Procedures	LO 3.2 Explain why an organisation might have standards and procedures in place for storing information	<p>Be able to:</p> <ul style="list-style-type: none"> Explain why organisations have standards and procedures in place for storing information Understand the legal consequences of not storing information correctly Compare different organisation's information storage and disposal policies 	<p>Purple book –End of Topic Assessment</p> <p>Direct and indirect questions</p> <p>Discussion</p> <p>Feedback participation</p> <p>Observation during activities</p> <p>Completed assessment tools (Introductory Activity</p>	<p>Presentation – “Standards and procedures” (Slides 7-16)</p> <p>Unit 1 Workbook</p> <p>Paper/pens or Suitable word processing programme.</p> <p>Access to Internet</p> <p>Classroom opinion polls</p> <p>doddlelearn.co.uk</p>	<p>C1</p> <p>C2</p> <p>C3</p> <p>C4</p> <p>C5</p> <p>Sp6</p> <p>Sp7</p>

				1, Activity 2, and Activity 3 plus extension Activity) Q & A, take notes		
W.B. 2 th Nov	Unit 1 Session 10 Store Information	LO 3.3 Store information following agreed procedures	Be able to: <ul style="list-style-type: none"> • Explain organisational procedures for storing information • Understand the legal requirements affecting an organisation storing information • Compare different organisation's procedures for storing information 	Purple book –End of Topic Assessment Direct and indirect questions Discussion Feedback participation Observation during activities Completed assessment tools (Introductory Activity 1, Activity 2, and Activity 3 plus extension Activity) Q & A, take notes	Presentation – “Store information” (Slides 7-17) Unit 1 Workbook Paper/pens or Suitable word processing programme. Access to Internet Classroom opinion polls doddlelearn.co.uk	C1 C2 C3 C4 C5 Sp6 Sp7
W.B. 9 th Nov	Unit 2 Session 1 Threats to personal data	LO 1.1 Explain potential types of threat to personal data LO 1.2 Describe the potential impact of not	Be able to: <ul style="list-style-type: none"> • Understand the potential types of threat to personal data. • Describe the potential impact of not keeping personal data secure. 	Unit 2 workbook Direct and indirect questions Discussion	Research on keywords and definitions Session 1 Presentation (PowerPoint) senecalearning.com	C5 Sp6 Sp7

		keeping personal data secure	<p>Be able to:</p> <ul style="list-style-type: none"> Identify the potential threats to own personal data. Understand the potential impact of not keeping own personal data secure. <p>Be able to:</p> <ul style="list-style-type: none"> Take steps to secure own personal online data. Reduce the potential impact of threats to own personal data. 	<p>Feedback participation</p> <p>Observation during activities</p> <p>Completed assessment tools (Introductory Activity 1, Activity 2, Activity 3 plus extension Activity)</p> <p>Purple book –End of Topic Assessment</p>	doodlelearn.co.uk	
W.B. 16 th Nov	Unit 2 Session 2 Protecting own personal data	LO 1.3 Describe ways to protect own personal information and data	<p>Be able to:</p> <ul style="list-style-type: none"> Describe ways to protect personal information and data. Be able to: Identify suitable and relevant ways to protect own personal information and data. Be able to: Investigate suitable software to secure own personal online data. <p>Also:</p> <ul style="list-style-type: none"> Students should consider what hacking is and the motivation for it. A look at some simple hacking techniques might be of interest but is not required. 	<p>Direct and indirect questions</p> <p>Discussion</p> <p>Feedback participation</p> <p>Observation during activities</p> <p>Completed assessment tools (Introductory Activity 1, Activity 2, Activity 3 plus extension Activity)</p> <p>Purple book –End of Topic Assessment</p>	<p>Research on keywords and definitions</p> <p>Session 2 Presentation (PowerPoint)</p> <p>senecalearning.com</p> <p>doodlelearn.co.uk</p> <p>Novalabs cyber security protection game</p> <p>Cyber security threats and solutions</p> <p>5 most dangerous hackers of all time</p>	C5 Sp6 Sp7

			<ul style="list-style-type: none"> • This topic should be linked into cyber security and the measures that can be taken to prevent hacking. • The issue of hacking by governments and whether this can be justified and under what circumstances could also be looked at. • The advantages and disadvantages of cloud storage should be considered. This would probably be best achieved in the context of a real cloud service that students' might have used. Examples of security breaches of such services could be examined. • Cyber security methods are considered in greater detail in specification section 3.6. • This topic could be tackled by students doing individual research and then having a class discussion. 		<p>10 biggest computer hacks of all time</p> <p>Hacking a car with an ex-NSA hacker</p>	
WB 23 th Nov	Unit 2 Session 3 Software and tools	LO 1.4 Outline the range of software and tools available to help protect data and devices	<p>Be able to:</p> <ul style="list-style-type: none"> • Describe ways to protect personal information and data. • Identify suitable and relevant ways to protect own personal information and data. • Investigate suitable software to secure own personal online data. 	<p>Session 3 - Activity 3 Worksheet</p> <p>Direct and indirect questions</p> <p>Discussion</p> <p>Feedback participation</p> <p>Observation during activities</p>	<p>Research on keywords and definitions</p> <p>Session 3 Presentation (PowerPoint)</p> <p>senecalearning.com</p> <p>doddlelearn.co.uk</p>	C5 Sp6 Sp7

				Completed assessment tools (Introductory Activity 1, Activity 2, Activity 3 plus extension Activity) Purple book –End of Topic Assessment		
W.B. 30 TH Nov	Unit 2 Session 4 Trustworthy and untrustworthy info	LO 1.5 Explain how to differentiate between trustworthy and untrustworthy sources of information	Be able to: <ul style="list-style-type: none"> Understand how to differentiate between trustworthy and untrustworthy sources of online information. Identify trustworthy sources of information for own projects.. 	Direct and indirect questions Discussion Feedback participation Observation during activities Completed assessment tools (Introductory Activity 1, Activity 2, Activity 3 plus extension Activity) Purple book –End of Topic Assessment	Research on keywords and definitions Session 4 Presentation (PowerPoint) senecalearning.com doddlelearn.co.uk	C5 Sp6 Sp7
WB 7 TH Dec	Unit 2 Session 5 Identify secure	LO 1.6 Identify secure and insecure sites	Be able to: <ul style="list-style-type: none"> Understand how to identify secure and insecure websites. 	Direct and indirect questions	Research on keywords and definitions	Sp7

	and insecure sites		<ul style="list-style-type: none"> Identify secure and insecure websites Identify secure websites for own projects. 	<p>Discussion</p> <p>Feedback participation</p> <p>Observation during activities</p> <p>Completed assessment tools (Introductory Activity 1, Activity 2, Activity 3 plus extension Activity)</p> <p>Purple book –End of Topic Assessment</p>	<p>Session 5 Presentation (PowerPoint)</p> <p>senecalarning.com</p> <p>doddlelearn.co.uk</p>	
WB 14 TH Dec	Unit 2 Session 6 Risks of accessing insecure websites	LO 1.7 Explain the risks of accessing insecure websites	<p>Be able to:</p> <ul style="list-style-type: none"> Understand the risks of accessing insecure websites. Identify methods of ensuring safe web browsing Outline specific methods of protecting own information when web browsing. 	<p>Direct and indirect questions</p> <p>Discussion</p> <p>Feedback participation</p> <p>Observation during activities</p> <p>Completed assessment tools (Introductory Activity 1, Activity 2, Activity 3 plus extension Activity)</p>	<p>Research on keywords and definitions</p> <p>Session 6 Presentation (PowerPoint)</p> <p>senecalarning.com</p> <p>doddlelearn.co.uk</p>	<p>C1</p> <p>C2</p> <p>C3</p> <p>C4</p> <p>Sp2</p> <p>Sp3</p> <p>SP4</p> <p>Sp5</p> <p>Sp6</p>

				Purple book –End of Topic Assessment		
WB 5 th Jan	Unit 2 Session 7 Legislation	LO 2.1: Identify legislation related to protection of personal and financial data. LO 2.2: Summarise the key points of key data protection legislation	Be able to: <ul style="list-style-type: none"> • Understand what are the main legal issues impacting personal and financial data. • Summarise the key points of key data protection legislation. • Describe in detail with a deeper understanding of the main legal issues impacting personal and financial data. • Explain how the Data Protection Act 2018 is relevant to GDPR • Discuss and research in more depth the consequences of cyber-attacks on businesses and personal data 	Direct and indirect questions Discussion Feedback participation Observation during activities Completed assessment tools (Introductory Activity 1, Activity 2, Activity 3 plus extension Activity) Purple book –End of Topic Assessment	Research on keywords and definitions Session 6 Presentation (PowerPoint) senecalearning.com doddlelearn.co.uk	C1 C2 C3 Sp2 Sp3 SP4 Sp5 Sp6
WB 12 th Apr	Unit 3	3 Be able to communicate and collaborate using	Be able to: <ul style="list-style-type: none"> • Outline a range of online meeting tools 	Case studies	Session Presentation	C2

	Communicating and collaborating online	online meeting and collaboration tools	<ul style="list-style-type: none"> • Outline a range of online collaboration tools • Identify a range of equipment needed for online meetings or collaboration • Compare the advantages and disadvantages of using online collaboration technology • Use online collaboration technology • Compare the advantages and disadvantages of using online meeting technology • Prepare, schedule and participate in collaborative online meetings • Compare and contrast the difference between online meeting technology and online collaboration technology. 	Professional discussion Questioning	Online search worksheets	C3 Sp3 Sp3 Sp5
WB 19 th Apr	Unit 3 Communicating and collaborating online	4 Be able to communicate and collaborate using digital networks	Be able to: <ul style="list-style-type: none"> • Participate in online social networks to engage with others • Explain why a business would use online social networks • Compare the benefits of public and private online social networks • Identify relevant safety issues and precautions when using public and private online social networks 	Case studies Professional discussion Questioning employment work experience volunteering or as part of a simulated exercise	Session Presentation Online search	Sp3 Sp3 Sp5

				screen shots from relevant social digital networks		
WB 26 th Apr	Revision	5 Be able to use blogging to engage with others and keep them informed	Be able to: <ul style="list-style-type: none"> • Explain what a blog is • Outline different types of blogs • Explain the benefits of blogging to a business • Create a blog post • Demonstrate how to share the blog via social media and appropriate websites • Respond to or share a blog posted in a business context 	blogging sites explanation of why the blog is appropriate to the particular business environment	Session Presentation Online search blogging sites	C2 C3 C5 Sp3 Sp3 Sp5
WB 4 th May	Unit 4 Digital career development	1 Be able to manage and promote their own digital reputation and online identity	Be able to: <ul style="list-style-type: none"> • Identify the impact social media can have on future employment prospects of self and others • Describe key characteristics that make up a professional online identity • Differentiate between real and online identities • Explain the need to have separate identities for their personal life and professional/work life 	Research documents Screenshots Observations	Session Presentation Online search	C2 C3 C5 Sp3 Sp3 Sp5

			<ul style="list-style-type: none"> Identify how to promote trust with online identities Create an appropriate professional social media profile using social media tools Identify the benefits of using online professional networks 			
WB 10 th May	Unit 4 Digital career development	<p>2 Be able to use social media and the internet to search opportunities and prepare applications for employment</p> <p>3 Be able to use technology to facilitate personal and professional learning and career progression</p>	<p>Be able to:</p> <p>2.1 Compare the differences between a traditional CV and an online CV (profile or portfolio)</p> <p>2.2 Identify a range of opportunities using a range of social media and internet searches</p> <p>2.2 Identify a range of opportunities using a range of social media and internet searches</p> <p>2.3 Produce applications for opportunities using a variety of digital media</p> <p>2.4 Research and plan for an interview using appropriate digital technology tools and social media</p> <p>3.1 Use suitable digital tools to research own career aim(s)</p> <p>3.2 Identify progression routes from current position</p>	<p>Use real or simulated evidence to demonstrate competence in this learning objective which should include results of searches for an opportunity such as employment, work experience, or voluntary work</p> <p>Screenshots</p> <p>Photos</p> <p>Videos</p> <p>Links</p> <p>Could create a personal development plan</p> <p>Analysis of the digital literacy skills they need now, and will</p>	<p>Session Presentation</p> <p>Online search</p>	<p>So4 So5 M2 M4 M10 C1 C2 C3 C9 Sp2 Sp3 Sp5 Sp9</p>

			<p>3.3 Assess own digital skills</p> <p>3.4 Describe what digital skills would be required to achieve own career progression aim(s)</p> <p>3.5 Identify free online learning sites relevant to their subject area</p>	<p>need in the future, if they are to achieve their career aim(s)</p>		
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- Lesson/Week Number (Once we know plans for next academic year)
- Topic and Objectives
- Big Questions
- Key Activities
- Planned Assessments (once we know plans for next academic year)
- Homework/Flipped learning
- **SMSC Codes**

References:

<https://www.cmu.edu/teaching/assessment/assesslearning/CATs.html>

<https://filestore.aqa.org.uk/resources/computing/specifications/AQA-8525-SP-2020.PDF>

<https://app.senecalearning.com/classroom/course/90cb1d71-3c44-4a2d-a07e-d76a5f54cd05/section/8c1b3f7a-9650-4943-8884-8cdc32d1c814/session>

<https://www.doddelearn.co.uk/app/login?>

<http://www.neuroproductions.be/logic-lab/>

<http://neuroproductions.be/>

<https://www.youtube.com/watch?v=cqvh1Z1Vvck>

https://www.netdevgroup.com/support/documentation/netlabve/netlabve_instructor_guide.pdf