

Information and Communication Technology Within the UK Curriculum

1

ENGLISH/WELSH CURRICULUM			SCOTTISH CURRICULUM			
	Key Stage 1	Key Stage 2		5 – 14 P1 – P 3 (Level A)	5 – 14 P3 – P 4 (Level B)	5 – 14 P4 (Level C)
Finding things out	<ul style="list-style-type: none"> Find information from the net / CD/ Print / people Enter and store information in a variety of forms. Retrieve information that has been stored e.g. CD, saved work 	<ul style="list-style-type: none"> Talk about what information they need and how they can find and use it. Prepare information for development using ICT including selecting suitable sources, finding the information, classifying it. Interpret information for relevancy and potential problems if inaccurate. 	Using Technology	<ul style="list-style-type: none"> Use a mouse to point & click Start up/shut down the computer Use a keyboard/ concept keyboard Print by clicking a 'print' button Save and retrieve work, with support 	<ul style="list-style-type: none"> Use menus and further mouse controls Start and close an application Know the use of 'username' and 'password' Save and retrieve work independently 	<ul style="list-style-type: none"> Use the components of a 'windows' environment Use a computer securely and responsibly Use a computer on a network Use another input device
			Searching & Researching	<ul style="list-style-type: none"> Recognise that information is available electronically 	<ul style="list-style-type: none"> Access information on CD-ROM with support Access websites with pre-set bookmarks 	<ul style="list-style-type: none"> Use teletext Access CD-ROMs independently Use a web browser independently Print selectively

We have separated the English and Welsh knowledge skills & understandings with the main outcomes expected in key stages. For the Scottish curriculum we have outlined the framework strands and the specific attainments within them (we have however only taken them to level C)

ICT is integrated throughout all core subjects within the curriculum for Northern Ireland.

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	Key Stage 1	Key Stage 2		5 – 14 P1 – P 3 (Level A)	5 – 14 P3 – P 4 (Level B)	5 – 14 P4 (Level C)
Developing ideas and making things happen	<ul style="list-style-type: none"> • Use text, tables, images and sound. • Select from and add to information they have retrieved. • Explore in real and imaginary situations. • Plan & give instructions 	<ul style="list-style-type: none"> • Develop and refine ideas - bring together, organise and reorganise text, tables, images and sound. Create, test, improve and refine sequences of instructions, monitor events and respond to them. • Use simulations, to investigate and evaluate. 	Creating & Presenting	<ul style="list-style-type: none"> • Create, enter and amend one or more sentences 	<ul style="list-style-type: none"> • Use menus and further mouse controls • Start and close an application • Know the use of 'username' and 'password' • Save and retrieve work independently 	<ul style="list-style-type: none"> • Use the components of a 'windows' environment • Use a computer securely and responsibly • Use a computer on a network • Use another input device
			- text	<ul style="list-style-type: none"> • Create a picture using simple software 	<ul style="list-style-type: none"> • Create a document with text and graphics using simple software 	<ul style="list-style-type: none"> • Create a document with text and graphics using more sophisticated software
			- graphics	<ul style="list-style-type: none"> • Add text to a picture 	<ul style="list-style-type: none"> • Create a multimedia page using simple software 	<ul style="list-style-type: none"> • Create a simple multimedia presentation e.g. slide show/web page using appropriate software
			- multimedia	<ul style="list-style-type: none"> • Follow directional instructions 	<ul style="list-style-type: none"> • Control a screen image through simple instructions e.g. a turtle • Use a simple simulation adventure games 	<ul style="list-style-type: none"> • Control an external device by giving instructions in single steps e.g. floor turtle/robot arm • Use more complex simulation/adventure games requiring a higher level of decision making
			Controlling & modelling			

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Exchanging and sharing information	<ul style="list-style-type: none"> Share ideas by text, image, table and sound. Present their completed work e.g. for public display. 	<ul style="list-style-type: none"> Share and exchange information, displays, posters, animations, music and e-mail. Be sensitive to the needs of the audience e.g. presentations for peers, parents etc. 	Communication & Collaboration	<ul style="list-style-type: none"> Show awareness that messages can be communicated electronically Give simple comparisons with telephone /post 	<ul style="list-style-type: none"> Make simple person -to-person communication, e.g. e-mail Describe simple comparisons between phone/fax/e-mail 	<ul style="list-style-type: none"> Manage their own electronic communications Show an awareness of the style of communication (genre) Be aware of, and describe, issues surrounding responsible use
Reviewing, modifying and evaluating work as it progresses	<ul style="list-style-type: none"> Review what they and others have done. Describe and talk about the effectiveness of their actions. Talk about what they might change. 	<ul style="list-style-type: none"> Review what they have done. Describe the effectiveness of their work compared to other methods Talk about what they might change in future work. 	Collecting & analysing	<ul style="list-style-type: none"> Use non-computer databases Use simple pre-defined computer databases Add text to a picture 	<ul style="list-style-type: none"> Enter data into a pre-defined database Browse records and produce a simple report with support Create a multimedia page using simple software 	<ul style="list-style-type: none"> Understand the structure of a database Interrogate a database Create a simple database Produce reports independently
Breadth of study	<ul style="list-style-type: none"> Investigate the different ways information can be presented. Explore a variety of ICT tools. (Floor turtle, word processing) Talk about the uses of ICT inside and outside school. 	<ul style="list-style-type: none"> Work with a range of information, consider characteristics and purposes. Work with others to explore a variety of information sources and ICT tools. Investigate and compare the uses of ICT inside and outside school. 	Developing informed attitudes	<p>As pupils progress through levels A-C they increasingly:</p> <ul style="list-style-type: none"> Recognise and appreciate the role of ICT in accessing information and knowledge, fostering creativity and facilitating the exchange of ideas Appreciate the personal and societal benefits of ICT. Become aware of the implications of the use of ICT in different situations e.g. the workplace, the home. Appreciate the need for responsible use of ICT and the need to protect information, individuals and society from its misuse. Appreciate when it is and is not appropriate to use ICT. 		