





Strand		Sustainable Development Goals Research Project		Year Group	7	Term	1,2
Topic		Using Google Sites & Google Slides to Present Information		Curriculum Cymreig	Resources		
Learning Objectives				Learners are encouraged to incorporate some use of Welsh within their projects	<a href="#">Google Classroom</a> <a href="#">Google Sites</a> <a href="#">Google Slides</a> <a href="#">Tool Bag</a> <a href="#">Workbooks</a> <a href="#">SDG Goals</a>	<a href="#">Canva</a>	
<ul style="list-style-type: none"><li>All learners develop a Google Sites eportfolio, a Google Slides presentation and an infographic poster in Canva to highlight one Sustainable Development Goal</li></ul>							
Aims				Cross-Cutting Elements			
<ul style="list-style-type: none"><li>To make use of a Chromebook to develop a series of professional products online</li><li>To make use of and develop success criteria to create a series of online products</li><li>To seek feedback to be able to evaluate and improve</li></ul>				<u>Global Issues</u> <i>Present one of the UN's SDGs</i>  <u>Healthy relationships</u> Learners log in to the computer system with a password to keep information safe	<u>Diversity</u> <i>Sharing awareness &amp; understanding of different faiths, norms and values as per the Equality Act 2010 whilst developing SDG projects as per the UN's SDGs</i>  <u>Human Rights</u> <i>Consider that everyone (including animals) has the right to live as per the SDGs</i>		
What Matters Statements / Wider Skills (LNF/DCF)							
<u>Digital Competence Framework –</u>  <b>Producing:</b> Planning Sourcing & Searching digital content, Creating digital content, Evaluating & Improving digital content  <u>Literacy</u>  Sentence Templates: Because, But, So							
Progression Steps – I can				Wider Skills			
<u>Progression Step 2</u> <ul style="list-style-type: none"><li>Plan a task highlighting the success criteria</li><li>Use keyword searches to find relevant information</li><li>Create, edit &amp; organise content</li><li>Provide opinions about my own work</li><li>Suggest improvements</li><li>State what I have made</li></ul>	<u>Progression Step 3</u> <ul style="list-style-type: none"><li>Independently plan a project</li><li>Use different search techniques</li><li>Begin to reference sources</li><li>Bookmark / favourite suitable websites</li><li>Use a range of suitable software packages to select, produce and edit multimedia components for a purpose</li><li>Explain the layout and content of my work</li><li>Ensure the project is appropriate</li><li>Add reasons for my choices</li></ul>	<u>Progression Step 4</u> <ul style="list-style-type: none"><li>Select and use a variety of planning techniques</li><li>Search with increased complexity, such as and, or, not</li><li>Evaluate the reliability of the sources I have used</li><li>I can use advanced software features to create, modify and combine multimedia components</li><li>Explain the advantages and disadvantages</li><li>Suggest improvements from feedback received</li></ul>	<u>Progression Step 5</u> <ul style="list-style-type: none"><li>Plan with increased complexity</li><li>Benefits and limitations of using ICT, website sources, informing my future judgements about my work</li><li>Search efficiently, evaluate the reliability of sources, justify choices, make use of referencing</li><li>Create a professional, individual or collaborative product incorporating a range of multimedia components</li><li>Justify reasons critically for audience, purpose, content and layout</li></ul>	<u>Critical Thinking &amp; Problem solving</u> <i>Plan a project and set a success criteria, check project for accuracy</i> <u>Planning &amp; organisation</u> <i>Plan project, manage resources and check for accuracy</i>	<u>Creativity &amp; innovation</u> <i>Develop ideas for presentation &amp; infographic poster</i>  <u>Personal Effectiveness</u> Evaluate own strengths and weaknesses, be culturally aware (SDGs awareness)		
				Core Purposes			
<u>Ambitious &amp; Capable</u> Can explain the ideas and concepts of the relevant SDG goal				<u>Enterprising &amp; Creative</u> Connect and apply their knowledge and skills to create ideas and products based on a success criteria			
<u>Ethically Informed</u> Engage with contemporary issues based on their knowledge and values to promote their chosen SDG goal				<u>Healthy Confident Individuals</u>			

	<ul style="list-style-type: none"> <li>Ask for feedback</li> <li>Share work with groups</li> </ul>				None
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### Formative & Summative Assessment Opportunities

- Learners will be expected to use the skills success criteria provided for the skills development of each product, but create a personal success criteria of their own for the required content of each product.
- Learners will have opportunities for peer and self assessment, before developing a second draft of their products. The second draft or redraft, is the learner DIRT assessment. Teachers highlight progression steps grid at the bottom of the workbook to highlight progress to the learner and support project development points.
- Teachers will assess via the grids provided, with verbal feedback throughout the lesson. Learners are responsible for noting any feedback and reflections in the appropriate tables.
- Progression Step grids provided at the beginning and end of the workbook to allow learners to personalise progression 'up' the ladder of progress. The grid at the bottom of each workbook forms part of the summative feedback process.
- The yellow feedback table in each workbook is for learner self reflection and noting of any feedback received.
- The green peer assessment table is an opportunity for peer assessment. Peer assessment makes use of PEED (Point, Evidence, Explain & Develop) and is used alongside Kind (point), Specific (evidence), Helpful (explain) and My Actions (develop).
- Teachers provide feedback through the project. Learners are supported in making a note of their feedback in the yellow feedback table within each workbook. Teachers use the progression step assessment grids to provide summative feedback along with DIRT assessment. Teachers highlight the appropriate cell with the table to inform learners of their current progression step. Learner progression steps are recorded in the yellow feedback table, and topic frontpage.

Lesson	Suggested Skills Development	Workbooks/ Resources	AFL	Homework
1	<p>Learners log in to the computer system / Chromebook.</p> <p>Learners are reminded of the protocol (remove @islwynhigh.org for the PCs, but use it for accessing Google Education).</p> <p>Learners are shown how to access the Google Waffle, and how to move the tiles</p> <p>Learners begin to create folders in their Google Drive for each subject.</p>	<ol style="list-style-type: none"> <li><a href="#">Online Safety Workbook</a></li> <li><a href="#">Eportfolio workbook</a></li> <li><a href="#">SDG Presentation Workbook</a></li> <li><a href="#">SDG Sourcing Information Workbook</a></li> <li><a href="#">SDG Infographic Poster</a></li> <li><a href="#">Tool Bag</a></li> <li><a href="#">Google Sites</a></li> <li><a href="#">Google Slides</a></li> </ol>		Upload workbooks with any evidence to the eportfolio (Science & Technology pages).
2	<p>Learners understand the importance of suitable passwords, and how to stay safe</p> <p>Learners are show more apps in the Waffle such as Gmail &amp; Keep:</p> <p>Learners learn about sending emails with correct address, subject and content</p> <p>Learners learn about using Google Keep to store information</p>	<a href="#">Online Safety Workbook</a>		
3 – 6	<p>Learners make a copy of the Template eportfolio, Learners are taught how to design and develop their own version on the eportfolio</p> <p>Learners upload the link to their eportfolio to the relevant Google Classroom</p>	<a href="#">Eportfolio workbook</a> <a href="#">Google Sites</a> <a href="#">Template Eportfolio</a>		
4	Learners use Avatar Maker to add an avatar to their eportfolio	<a href="#">Avatar Maker</a>		
5 – 7	<p>First 10 minutes of each lesson dedicated to allowing learners to develop their eportfolios</p> <p>Learners use the information in the workbook to develop a Google Slides presentation that highlights the advantages/disadvantages and dangers of using the world wide web.</p> <p>Learners upload their completed presentation to their eportfolio</p>	<a href="#">Online Safety Workbook</a> <a href="#">Google Slides</a>		

8 – 11	<p>United Nations Sustainable Development Goals Research Project – Learners to develop the first draft of a Google Slides presentation to highlight one of the SDG goals.</p> <p>Learners are encouraged to use the tool bag and success criteria to create professional looking presentations.</p> <p>Print screen evidence in their workbook, upload workbooks onto the Year 7 Science &amp; Technology eportfolio page.</p>	<a href="#">SDG Presentation Workbook</a> <a href="#">Google Slides</a> <a href="#">Tool Bag</a> Eportfolio	Success criteria	
12	<p>Learners peer/self and gain teacher feedback for their projects.</p> <p>Include evidence in the workbook</p>	<a href="#">SDG Presentation Workbook</a>	<p>DCF Producing strand</p> <p>Creating digital content</p> <p>Formative Assessment – Peer/self/teacher assessment</p> <p>Success criteria</p>	
13 – 15	<p>Learners develop final drafts of their Google Slides presentation based on the feedback they have received</p> <p>Learners print screen final version into workbook</p> <p>Learners evaluate their projects</p> <p>Teacher Assessment</p> <p>Teacher provides summative feedback, highlighting the progression steps on page 8</p> <p>Learners are provided with opportunities to improve their presentations using feedback received, along with the success criteria as shown in the DIRT assessment below.</p> <p>DIRT Assessment</p> <p>Using the feedback they have received, and the success criteria, learners redraft their presentations, highlighting the skills they have used in the success criteria.</p>	<a href="#">SDG Presentation Workbook</a>	<p>Evaluation</p> <p>Summative Assessment</p> <p>DCF Producing strand</p> <p>Creating digital content</p> <p>DIRT Assessment</p>	
16-17	<p>Sourcing Information (Facts &amp; Information)</p> <p>Task 1, What is a web address? Learners understand the different parts of a website URL (uniform resource locator) address.</p> <p>Task 2, learners play a matching game to understand that each country has a separate domain name ending prefix depending on the country location.</p> <p>Task 3, Learners complete a Literacy Task (Because, But, So questions) based on fake news</p> <p>Task 4, learners decide on their own success criteria for their infographic posters. What information and skills will they include?</p> <p>Task 5, Which keywords will they need to use to search the web for information? This will inform the next task, where learners will bookmark suitable websites.</p> <p>Task 6, Learners need to show they are able to use a bibliography to store the websites they use. Learners need to copy the web URL into the table, stating the reliability of the source.</p> <p>Task 7, Learners need to show they are able to bookmark websites for future reference. In this task, learners bookmark some of their websites, commenting on why this website is relevant to their task, and why they have bookmarked it.</p> <p>Task 8, Boolean operators. Learners are asked to search for information using AND, OR, NOT, "" and (). Learners record the number of 'hits'. This will show learners how the use of boolean operators can narrow their search results, improving the quality of hits returned.</p> <p>Task 9, Google Advanced Search. Similar to boolean operators, learners use Google</p>	<a href="#">SDG Sourcing Information Workbook</a> <a href="#">Google Advanced Search</a> Literacy Task (Because, But, So questions)	<p>DCF Producing strand</p> <p>Planning Sourcing &amp; Searching digital content</p>	

	<p>Advanced Search to improve the quality of the website hits returned.</p> <p>Teacher Assessment Teacher provides summative feedback, highlighting the progression steps on page 10 Learners are provided with opportunities to improve their presentations using feedback received, along with the success criteria as shown in the DIRT assessment below.</p> <p>DIRT Assessment Using the feedback they have received, and the success criteria, learners redraft their presentations. Evidence redrafts in the workbook.</p>		<p>Summative Assessment</p> <p>DIRT Assessment</p>	
18-20	<p>Infographic Poster Assessment Workbook – SDG Goals</p> <p>From their research in the previous workbook, learners develop an infographic poster based on their chosen SDG Goal.</p> <p>Task 1, research three existing infographic posters based on their chosen SDG Goal. Task 2, learners use the success criteria on page 6 to create their infographic posters. Learners create their own success criteria to design what their poster needs. Learners to highlight both success criteria with the skills they have used. Task 3, learners consider the keywords they need for the infographic poster. This will help learners when researching in future tasks. Task 4, learners show that they have bookmarked at least three suitable websites for their project. Learners will need to state if they think it's a reliable source, and state the reasons for using/bookmarking it. Task 5, Learners upload a hand drawn draft of their poster. Task 6, Learners create the first draft of their infographic poster, highlighting the infographic poster and personal success criteria as they complete a skill. Task 6a, once completed, learners gain feedback on their work in order to improve. Learners reflect on what the work they have achieved, whilst also seeking peer assessment and teacher feedback, green table on page 12. Learners record their feedback and thoughts in the yellow table on page 11.</p>	<p><a href="#">SDG Infographic Poster Workbook</a></p>		