

	Digital Literacy	Digital Literacy	Digital Literacy	Digital Literacy	Digital Literacy	Digital Literacy	
SKILLS	Create a database using cards	Navigate a flat-file database to compare different views of information	Group information using a database Combine grouping and sorting to answer specific questions	Choose which field and value are required to answer a given question Outline how 'and' and 'or' can be used to refine data selection Choose multiple criteria to answer a given question	Refine a chart by selecting a particular filter	Ask questions that will need more than one field to answer Refine a search in a real-world context Present my findings to a group	Pupils will show that they are able to use tools within a database to order and answer questions. They will demonstrate an ability to create graphs and charts from their data. Pupils will also develop their use of real-life data-bases.
KNOWLEDGE	Order, sort, and group my data cards Explain how information can be recorded	Explain what a field and a record is in a database Choose which field to sort data by, to answer a given question	Explain that data can be grouped using chosen values	Know that tools can be used for different purposes	Select an appropriate chart to visually compare data Explain the benefits of using a computer to create charts	To know how to sort and filter To know how to navigate a real-world database	Pupils will know that they are able to use tools within a database to order and obtain data from it. Pupils will demonstrate knowledge of graphs and charts and link this with their data. Pupils will also develop their knowledge of real-life data-bases. They will have a greater understanding in order to compare unplugged and computer-based databases.
LESSON LINK	Data and information – Flat-file databases	Data and information – Flat-file databases	Data and information – Flat-file databases	Data and information – Flat-file databases	Data and information – Flat-file databases	Data and information – Flat-file databases	
PROGRESSIVE VOCABULARY	database, data, information, record, field, sort, order, group	database, data, field, record, sort, order	database, record, field, group, search, sort, order	database, record, field, value, search, criteria	database, record, field, graph, chart, axis, compare, filter	database, field, record, graph, chart, presentation	Children will understand, articulate and use the vocabulary
CURRICULUM EXPERIENCES		Exploration of a computer database					
END POINT	In this lesson, pupils will create a paper version of a record card database. Using	In this lesson, the children will use a computer-based database to examine how data can be	The children will investigate how records can be grouped, using both the paper record	The pupils will develop their search techniques to answer questions	In this lesson, pupils will consider what makes a useful chart, and how charts can be	The children will use a real-life database to ask questions and find answers in the context of a	

	<p>a card template, they will create a data set, with each student creating eight to ten cards linked to a theme, e.g. animals. They will complete records for each of the animals in their database and then they will physically sort the cards to answer questions about the data.</p>	<p>recorded and viewed. They will learn that a database consists of 'records', and that each record contains 'fields'. In addition, they will order records in different ways and compare this database to the paper database they created in Lesson 1.</p>	<p>cards created in Lesson 1 and a computer-based database from J2E. They will use 'grouping' and 'sorting' to answer questions about the data.</p>	<p>about data. They will use advanced techniques to search for more than one field and will practise doing this through both unplugged methods (without using computers) and using a computer database.</p>	<p>used to compare data. They will create charts from their data in order to answer questions about it.</p>	<p>flight search based on set parameters. They will take on the role of a travel agent and present their findings, showing how they arrived at their chosen options. Presentations may be given between groups of learners, or by each group to the whole class, depending on the time available.</p>	
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