

INTERNATIONAL ADVANCED LEVEL

INFORMATION TECHNOLOGY

SCHEME OF WORK Unit 1

Pearson Edexcel International Advanced Subsidiary in Information Technology (XIT11) Pearson Edexcel
International Advanced Level in Information Technology (YIT11)
First teaching September 2018 First examination
from June 2019
First certification from August 2019 (International Advanced Subsidiary) and August
2020 (International Advanced Level)

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INTRODUCTION

The following scheme of work provides an overview of the content of the 2018 International Advanced Level Information Technology and shows how the content could be taught as a guideline approach only.

It should be adapted by schools to fit their timetabling and staffing arrangements. It is based upon a two-year delivery model where all IAS content is being taught in the first year and the remaining IAL content in the second year.

The scheme of work is broken up into units and topics, so that there is greater flexibility for moving topics around to meet planning needs.

It includes:

- Recommended teaching time for topics, though of course this is adaptable according to individual teaching needs
- Classroom activities, teaching points and suggested teaching resources
- Objectives for students at the end of the topic area and Integrated Transferable Skills* that are being developed.

The number of guided learning hours for Advanced Level is 360. Teachers should be aware that the estimated teaching hours are approximate and should be used as a guideline only.

Information Technology A Scheme Of Work For Key Stages 1 And

JG Myers



Information Technology A Scheme Of Work For Key Stages 1 And :

Understanding and Teaching the ICT National Curriculum Franc Potter, Carol Darbyshire, 2005 There is still great uncertainty in the teaching profession regarding the effective delivery of ICT This introductory book provides both trainee and practising teachers with a clear understanding of the ICT National Curriculum and how to teach it Combining extensive practical advice with a critical discussion of the key theoretical issues the book will help teachers develop their pupils true ICT capability through clear explanations of the Programmes of Study full guidance on using QCA Scheme of Work different and creative ideas for delivering the ICT National Curriculum and the confidence and ability to go beyond the QCA Scheme of Work for ICT *Science* Great Britain. Department for Education and Employment, 1998 *Information and Communications Technology in Primary Schools* Richard Ager, 2013-08-21 This new edition takes into account advances in software and technology such as interactive whiteboards and digital cameras focusing upon how these new resources can be most effectively used to enhance teaching and learning in the classroom Providing the fundamental background information to put ICT developments into a classroom context the book looks at what can be learned from the latest national research into ICT use in the classroom and provides a wide range of classroom activities The book should be of particular interest to undergraduate and postgraduates Primary education students INSET participants ICT coordinators and senior managers

ICT and Literacy Nikki Gamble, Nick Easingwood, 2001-03-01 What does literacy mean in the 21st century How can information and communications technology ICT contribute to the development of traditional literacy And how do our traditional views of literacy need to change in response to ICT ICT and literacy are two of the most urgent concerns for any modern educator and in order to understand either of these phenomena adequately one must understand them in relation to each other ICT and Literacy provides the answers The authors examine literacy in relation to a wide range of technology and media especially books video editing interactive multimedia and on line materials With a focus on library provision as well as teaching the authors emphasize the importance of joined up thinking on the part of educators **The Teaching Assistant's Guide** Michelle Lowe, Jim Pugh, 2006-08-21 This textbook designed to meet the needs of students on the teaching assistant foundation degree provides an accessible overview of the teaching assistant's role incorporating practical tasks that will challenge students to reflect on and improve their day to day practice Set within a wider educational context and full of thoroughly grounded advice throughout this book includes personal professional development helping teaching assistants to understand their role and their workplace growth development and learning introducing the basic theories human development and learning behaviour management exploring strategies that encourage and support appropriate behaviour today's curriculum and how children learn literacy maths science and technology understanding inclusive education exploring access participation and additional needs for specific groups of young people With activities task lists discussion points ideas summary points and notes on further reading this textbook will be the essential companion for all foundation

degree students as well as a useful handbook for teaching assistants in practice **An Introduction to Teaching** Gill Nicholls,2004-05-27 This second edition of this highly praised book provides a fully up to date introduction to the process and practice of teaching and the personal and professional skills that successful teaching requires Primary ICT: Knowledge, Understanding and Practice John Potter,Jane Sharp,Keith Turvey,Jonathan Allen,2007-09-04 Written to familiarise trainees and newly qualified teachers with ICT and its uses in the primary classroom this text discusses how ICT can support teaching and learning in the core subjects and further teachers own professional efficiency and development This third edition has been completely revised to reflect the new QTS Standards Primary National Strategy and other recent initiatives Further popular existing features are joined by new reflective tasks and Moving On sections which help trainees develop the information in each chapter as well as new material on Virtual Learning Environments Interactive Whiteboards and other digital media **Learning to Teach** Gill Nicholls,2014-05-12 Written in accordance with the Teacher Training Association and DfEE guidelines this text is intended to become a course reference The author examines all modules which need to be studied in teacher training programmes and takes account of the Labour government s plans for teacher education

Teaching Design and Technology at Key Stages 1 and 2 Gill Hope,2006-06-15 Ofsted continues to identify weaknesses in this subject while many primary non specialist trainees lack confidence in the area Linked to the new 2007 Standards for QTS and the DATA Tier 1 competencies this book is for trainees who have had less than 20 hours training in design and technology but are required to teach the subject during school placements and once qualified This clear jargon free text explains the key concepts and curriculum requirements without assuming prior expertise or advanced levels of understanding making this book a sound basic introduction **Dyslexia Included** Michael Thomson,2013-12-19 This practical book provides teachers with techniques and suggestions to help dyslexic pupils Written by a team of experienced practitioners who work in a specialist school it offers clear guidance and tried and tested strategies to help those who need support in this area The book addresses reading and spelling difficulties and also other aspects of pupils learning difficulties including accessing the curriculum dyspraxia and motor development problems learning mathematics the use of ICT developing phonological coding and understanding dyslexics behaviour Teachers and teaching assistants working in specialist and mainstream primary and secondary schools should find the book useful It is also relevant to those doing specialist courses in dyslexia **Putting Research into Practice in Primary Teaching and Learning** Suzi

Clipson-Boyles,Graham Upton,2013-12-19 This text explores the practical implications of a research focus for each area of the primary curriculum including RE drama and ICT along with the special needs and promoting positive behaviour Photocopiable resources provide examples of research based activity for use in the classroom Education 3-13 Mark Brundrett,Michael Bottery,Peter Silcock,Rosemary Webb,Neil Burton,Diane Duncan,Wei Zhang,2013-01-25 Primary education is one of the most important phases of learning but there remains a scarcity of in depth research on this vital topic

However as the focus on improving outcomes increases there is a growing interest internationally in research that helps us to understand the best ways to help young children engage with the curriculum in order that they may have the best possible life chances This text helps to address these issues and consists of seminal articles derived from the forty year history of the journal Education 3 13 which can claim to be one of the most important and influential publications in its field The chapters included have been chosen carefully to represent a wide range of key topics in research on primary education and the text is sub divided into five sections each of which has been edited by leading academics who specialise in the topic under scrutiny The sections include Learning and teaching including the psychology and philosophy of primary education Key challenges in primary education including changes to the governance of schools and educational management and leadership The primary curriculum including Maths Science IT and Technology Education The primary curriculum including English Humanities and the Arts and Primary teachers work and professionalism Many of the contributions are written by seminal figures in academic research The text will be especially relevant to students and researchers engaged the study of primary education as well as to practitioners advisers and policy makers and will prove an invaluable resource for those wishing to gain an overview of research into primary education It is recommended especially for those who wish to understand the development of primary education and the many twists and turns in theory practice and policy that have influenced its development over the period of a generation Those who read the text will come across the origins of many of the ideas that continue to influence primary teaching today as well as very recent research on where we are now in this important subject area

Primary Design and Technology Ron Ritchie,2013-10-18 Design and Technology involves children learning through processes that include identifying needs and opportunities generating and developing ideas planning making and evaluating The second edition fully reflects the latest revisions in the National Curriculum and links with other curricular changes in the intervening years Specific links are made to the National Strategies for Literacy Numeracy and ICT to the National Standards for Subject Leaders to Science and the other foundation subjects to the QCA Scheme of Work for D and to new initiatives in citizenship and creativity *Supporting Information and Communications Technology* Mike Farmer,Gina Farmer,2013-12-19 First Published in 2001 This practical guide supports classroom assistants in the use of ICT It provides support in the practical issues linked to using a computer and other ICT equipment in the classroom use of early years software linked to National Curriculum and Early Learning Goals outcomes use of ICT in literacy numeracy science art and design and children with special educational needs personal use of ICT linked to where it can contribute to classroom practice It can be used as a stand alone guide or in conjunction with study on classroom assistant training programmes

Aspects of Teaching Secondary Design and Technology Gwyneth Owen-Jackson,2003-09-02 Beginning by outlining the national curriculum for design and technology Aspects of Teaching Secondary Design and Technology goes on to look at what design and technology is in the primary school at examination level and post 16 Vocational qualifications relevant to

design and technology are also discussed There are chapters looking at the relationship between design and technology and the wider social and cultural context The development of cross curricular skills and value judgements are discussed as are sustainability and the role of the community in the teaching and learning of design and technology Together these articles comprise a sound guide to good classroom practice related to the requirements of the curriculum and rooted in the professional perspectives of experienced teachers

2000 Tips for Teachers Dr Phil Race,Nick Packard,2014-06-03 This volume brings together a wide range of advice and guidance for those teaching in primary and secondary education It covers the full range of issues facing teachers today and is designed as a dip in resource for experienced newly qualified and trainee teachers alike

Teaching and Learning Design and Technology John Eggleston,2004-12-30 Here is an increasingly wide agreement among teachers researchers inspectors advisers and policy makers that both teaching and research will benefit from being brought closer together But how can this be achieved Hard pressed practitioners cannot be expected to review a constant flow of conference papers journals and other publications even if such items were accessible and clearly understood This unique book synthesizes relevant research findings for the professional practitioner and highlights their implications for the quality of teaching and learning Whether you are a teacher looking to improve your practice through applying the latest thinking in your subject or a researcher looking for a concise review of the literature this book will prove to be a valuable acquisition

Primary Science: Teaching Theory and Practice John Sharp,Graham Peacock,Rob Johnsey,Shirley Simon,Robin Smith,Alan Cross,Diane Harris,2017-05-22 Covering all the important skills of teaching primary science the book takes a focused look at all the practical aspects of teaching

The Primary ICT & E-learning Co-ordinator's Manual James Wright,2007-05-23 This book is absolutely wonderful It will be my new Bible I have used it loads already in preparation for my ICT Mark assessment Taking on the role of ICT co ordinator can be quite a daunting task but this step by step guide breaking things down into manageable chunks will be very supportive I love the blogging idea the comments made by the characters are very realistic This is just what new co ordinators need I wish I d had this when I took over co ordination of ICT Christine Beedham Primary ICT adviser Warrington Every primary school has the daunting task of embedding ICT and e learning into their curriculum This practical manual is the first part of a two volume set that together makes up a detailed two year training programme for primary ICT and e learning co ordinators The books combine key strategies and information with a weblog discussion from a group of virtual co ordinators who share their problems fears and successes over the two year programme based on the author s wide experience of working with new co ordinators and experienced staff on training programmes and in general support Book 1 is designed specifically for co ordinators new to the role who need starting points and broad support It presents a structured training programme split over three terms guiding co ordinators through the key stages of developing and implementing ICT policy and practice including o auditing existing school systems o reviewing and revising the school policy for ICT o reviewing the ways in which ICT is used as a teaching and learning tool across the

curriculum o examining methods for the management of technical support services o establishing a clear overview of standards in ICT including a review of assessment procedures moderating work monitoring teaching and learning and creating E Portfolios The books have a companion website which will offer downloadable versions of the photocopiable sheets from the book as well as links to other sources of help and advice *Textiles Technology for Key Stage 3* Alex McArthur, Tristram Shepard, 2000-08 Accompanying the pupils full colour textbook this pack enhances classroom effectiveness and helps raise standards of teaching and learning It places emphasis on individual target setting whereby pupils achievement is easily monitored

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