



{ Autumn }

Digital Literacy



ICT - Year 7

Topic: Introduction to Computing &
Computer Hardware

Name: _____

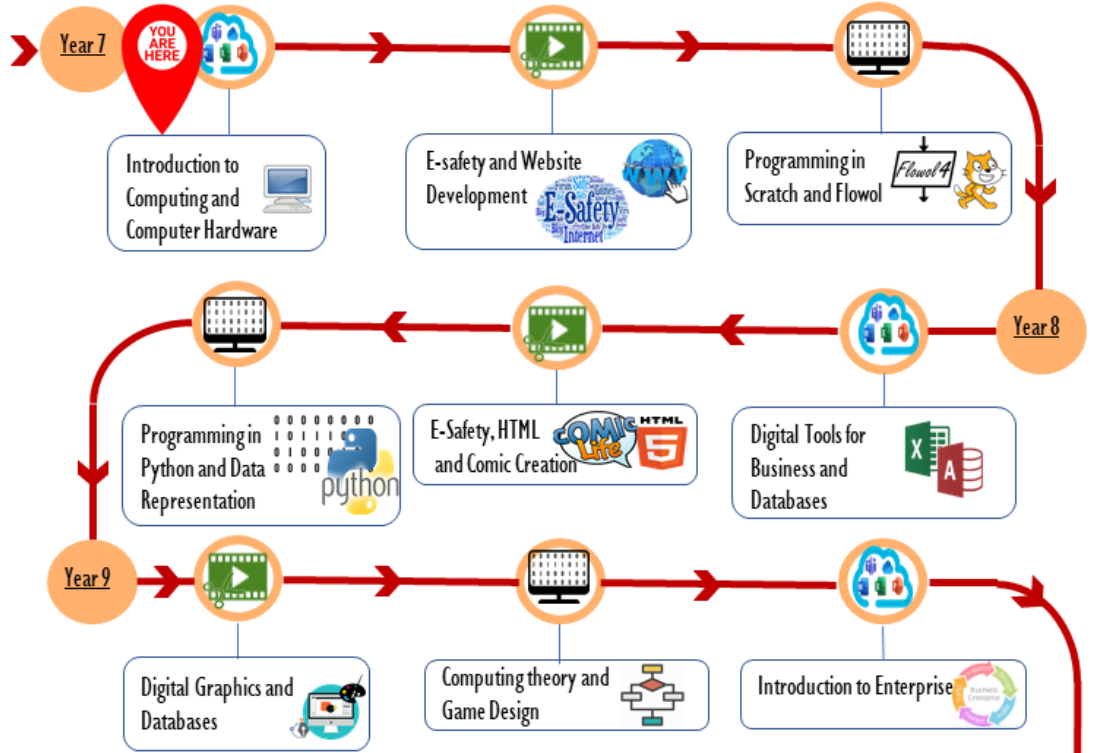


ICT, Business and Computer Science



Digital Literacy Computer Science ICT Creativity

Curriculum Pathway



GCSE Computer Science

- Systems Architecture
- Memory and Storage
- Networks and Protocols
- Network Security
- Systems Software
- Ethical, Legal & Environmental
- Algorithms & Logic

Eduqas Level 1/2 ICT

- Unit 1 – ICT In Society
- Unit 2 – ICT in Context

BTEC Enterprise Level 1/2

- Component 1
- Component 2
- Component 2

KS4 Options

A Level Computer Science

- Theory of Computer Science
- Programming and Algorithms
- Computing Practical Project

BTEC Level 3 ICT

- Information Technology Systems
- Using Social Media in Business
- Website Development

BTEC Level 3 Business

- Exploring Business
- Developing a Marketing Campaign
- Personal and Business Finance

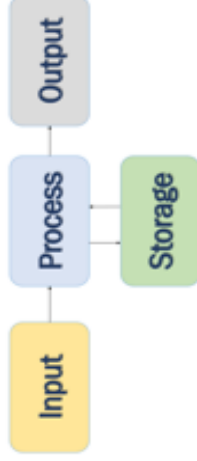
A Level Economics

- Microeconomics
- Macroeconomics
- Globalisation

KNOWLEDGE ORGANISER
BIG IDEA: Digital Literacy
TOPIC: Computer commands and understanding

| Key Word | Definition |
|-------------------------|--|
| Central Processing Unit | Known as the CPU. The brains of the computer where the calculations take place |
| Input | Piece of hardware which provides data to the computer e.g. Keyboard |
| Output | Piece of hardware which receives data to the computer e.g. monitor |
| System | The overall PC |
| Decode | How the computer understand the data it receives |
| Hardware | Physical component of the computer (Which you can touch) |
| Software | Programs on the computer e.g. Microsoft word |
| Structure | How the components of the computer are formed |
| Storage | A means of storing data |
| Hard drive | The main storage within a computer |

A computer system is input, processing, storage and output



the role of the CPU is to fetch instructions from memory, decode them, and execute the instruction.



Hard drive

Magnetic
 Mechanical parts that move over the disks to read and write data
 It is cheap, fast and there is lots of space
 Used for: PCs
 Capacity: 500GB - 3TB or greater



USB memory stick

Solid state technology is used in storage media such as USB flash memory sticks
 Called solid state as it does not have any moving parts
 Increasingly used to replace both magnetic and optical storage
 Low power consumption
 High speeds
 Expensive



CD

Lasers read and write the data
 Very cheap
 Durable
 Slow
 Used for: Music / movies
 Capacity: 650Mb - 50Gb



Examples of input devices – devices that send information into a computer are:

- Keyboard
- Mouse
- Scanner
- Touchscreen
- Joystick

Examples of output devices – devices that send information from a computer are:

- Monitor
- Printer
- Speakers
- Headphones
- Projector

When I structure folders and save work I need to remember to:

- Names files correctly with a name I will understand in the future
- Save work in folders
 - Have separate folders for each area of work.
 - Keep it all organised



My responsibilities when using the school network (acceptable use policy) are:

- Keep my user name and password secret
- Do not go on inappropriate websites
- Use the network for school work only
- Use the email sensibly
- Communicate with other students in a kind, sensible manner





Lesson 1: Introduction to ICT

Objective: Understand how to login to the computer system and acceptable use of computers

DO NOW: Logging onto the computer

Follow the instructions your teacher gives you to log on to the school computers. Make a note of your username and make sure you choose a password you will remember!

Task 1: Acceptable Use policy

Identify 5 key rules to follow in an ICT room

| | |
|---|--|
| 1 | |
| 2 | |
| 3 | |
| 4 | |
| 5 | |

Explain the consequences of breaking acceptable use policies



Task 2: Creating folders

Create a new folder called Y7 ICT

Inside your *ICT* folder create the following sub folders:

Digital Literacy

Computer Science

Creativity

Task 3: Acceptable Use PowerPoint

Open Microsoft PowerPoint. Create a poster for Year 6 students visiting the school giving them a set of rules to follow when they use the computers. You should copy and paste pictures from the internet onto your poster to demonstrate the rules and consequences.

Plenary: True or False Recall

| Statement | True or False? |
|--|----------------|
| Food and liquid should not be eaten in the classroom | |
| Report any problems that you are having with your computer to the person next to you immediately | |
| You should change all backgrounds and settings on your computer everyday | |
| You should always be on task | |
| When it is time to go, you should log out of your computer | |
| Chewing gum is not allowed in the computing lab | |
| Sharing your User ID and Password is allowed | |
| When coming into the computer lab I must go to my assigned seat and complete Do Now assignment | |
| In the computer lab I can go on any website I want to | |



Lesson 2: Word Processing

Objective: Select appropriate software for tasks and develop effective word processing skills

Do Now: Match the software

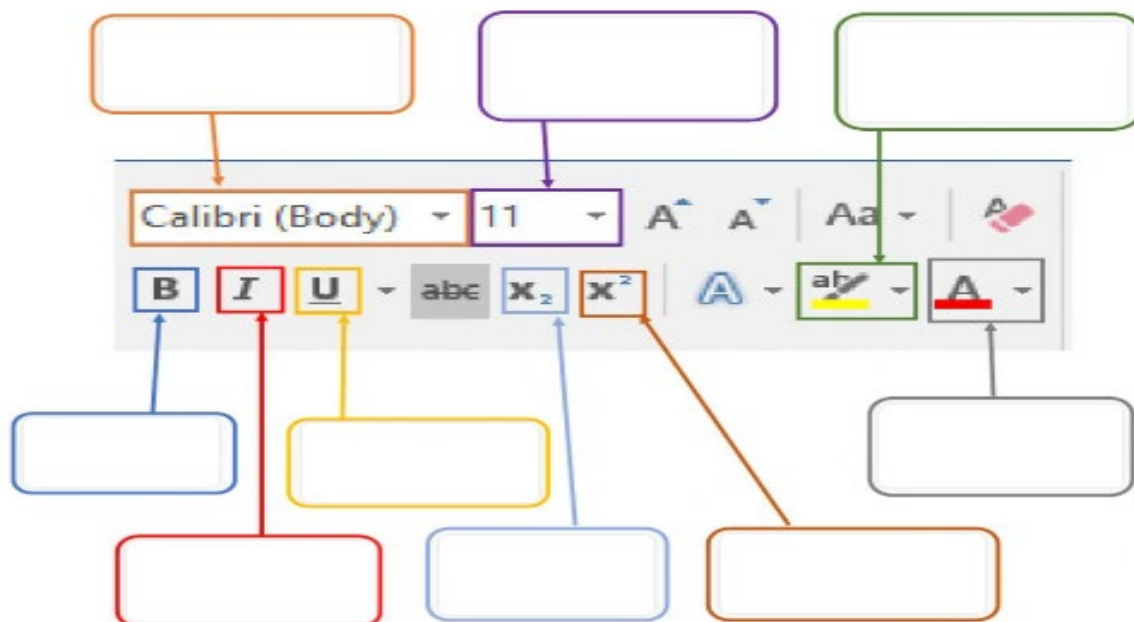
- Go to: K:\Subjects\ICT\1 Year Groups\1 Year 7 ICT\Digital Literacy
- Open **Lesson 2 DO NOW Match the Software**
- Read the software descriptions
- Drag the icons and software names into the appropriate spaces to match the descriptions

Save your work in your Digital Literacy folder when complete

Task 1: Features of a Word Processor

Fill in the blanks using the words given below.

Font , Size , Bold , Underline ,Color ,Highlight ,
Superscript , Subscript , Italic



Hint 1: Hover your mouse over the icons that you do not recognise and they might give you a clue as to what they do.

Hint 2: If you're not sure what the tool does, highlight some text and click on the tool icon to see what happens.



Task 2: Formatting

- Open **Lesson 2 Task 2 - Format the Document**
- What is wrong with the appearance of this document?
- Use your new knowledge of Word tools to make the formatting appropriate
 - Think about fonts, colours, positions, numbering etc.

Task 3: Word Processing Practice

- | | |
|---|---|
| <ol style="list-style-type: none">1. Open a new Microsoft Word Document2. Type your full name3. Increase the font size to 244. Change the font style to Palatino5. Change the text to Bold6. Underline using the tool ribbon7. Go on to www.google.co.uk and click on maps8. Type Meadowhead School in the toolbar9. On the map drag the yellow person in the top left corner (where the address is) onto the map | <ol style="list-style-type: none">10. You should now see a street view image of the school11. Use the mouse to zoom in on the image.12. Press Print Screen on the image and then click onto the word document.13. Click Paste and the picture should appear on the screen.14. Save the document into your Digital Literacy folder and give it an appropriate name folder |
|---|---|

Extension: In a word document write a few paragraphs about yourself – how old you are, where you are from, what you're hobbies are, what you did in the summer etc. Format it in an appropriate way.




Plenary: Recall Quiz


| | |
|-----------------------|--|
| 1. | What software would be most appropriate to use to write a letter? |
| <input type="radio"/> | A Presentation software |
| <input type="radio"/> | B Word processing software |
| <input type="radio"/> | C Email software |
| <input type="radio"/> | D Image manipulation software |


| | |
|-----------------------|---|
| 2. | What software would be most appropriate to use to provide visual prompts while you present to your classmates? |
| <input type="radio"/> | A Presentation software |
| <input type="radio"/> | B Word processing software |
| <input type="radio"/> | C Email software |
| <input type="radio"/> | D Image manipulation software |

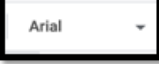
| | |
|-----------------------|--|
| 3. | What software would be most appropriate to use to send an attached document to lots of people at the same time? |
| <input type="radio"/> | A Presentation software |
| <input type="radio"/> | B Word processing software |
| <input type="radio"/> | C Email software |
| <input type="radio"/> | D Image manipulation software |

| | |
|-----------------------|---|
| 3. | What software would be most appropriate to use to create a banner with a slogan and an image for your website? |
| <input type="radio"/> | A Presentation software |
| <input type="radio"/> | B Word processing software |
| <input type="radio"/> | C Email software |
| <input type="radio"/> | D Image manipulation software |

| | | |
|-----------------------|---|---|
| 5. | What is the purpose of the following icon? |  |
| <input type="radio"/> | A Align the text to the right | |
| <input type="radio"/> | B Move an image behind the text | |
| <input type="radio"/> | C Make the text bold | |
| <input type="radio"/> | D Move the text to the bottom of the page | |

| | | |
|-----------------------|---|---|
| 6. | What is the purpose of the following icon? |  |
| <input type="radio"/> | A Change the colour of the text | |
| <input type="radio"/> | B Underline the text | |
| <input type="radio"/> | C Turn the text into all capital letters | |
| <input type="radio"/> | D Highlight the text | |

| | | |
|-----------------------|---|---|
| 5. | What is the purpose of the following icon? |  |
| <input type="radio"/> | A Put a number as a title to each paragraph | |
| <input type="radio"/> | B Create a bulleted list | |
| <input type="radio"/> | C Create a numbered list | |
| <input type="radio"/> | D Count the number of paragraphs | |

| | | |
|-----------------------|---|---|
| 5. | What is the purpose of the following icon? |  |
| <input type="radio"/> | A Name the document | |
| <input type="radio"/> | B Save the document under a certain name | |
| <input type="radio"/> | C Allow the user to make a title | |
| <input type="radio"/> | D Change the style/appearance of the font | |



Lesson 3: Using the Internet

Objective: Develop skills for using the internet effectively and consider the content we find on the internet

Task 1: Searching Techniques

| Task No. | Instructions | Search Query Example | Your Response |
|----------|--|---|---------------|
| 1 | Keyword Search: Search for Giant Panda Write down the number of search results you get. | Giant Panda | |
| 2 | Exact Phrase Search: Use quotation marks to search for the exact phrase "Giant Panda". a. Write down the number of search results you get b. Why do you think the number of search results changed? | "Giant Panda" | |
| 3 | Excluding Words: Search for information on Giant Pandas but use the minus sign a. Type the query and give the number of results b. Write down an interesting fact about Giant Pandas that you find from the search results. | Giant Panda -Fiat | |
| 4 | Searching Within a Site: Use this to find information about Giant Pandas on National Geographic's website. a. Type in the query b. Write down one fact you find from National Geographic about Giant Pandas. | Giant Panda site:nationalgeographic.com | |
| 5 | Searching for Specific File Types: Use this find a PDF about Giant Pandas. a. Type the query into the search bar b. Write down the title of one of the PDFs you find. | Giant Panda filetype:pdf | |



Now complete the same for a search of your choice. It must contain multiple words.

| Task No. | Instructions | Search Query | Your Response |
|----------|---|--------------|---------------|
| 1 | Keyword Search: Pick a topic of your interest. Write down the number of search results you get. | | |
| 2 | Exact Phrase Search: Use quotation marks to search for an exact phrase related to your topic. Write down the number of search results you get | | |
| 3 | Excluding Words: Pick a word that may be related to your topic but isn't relevant to what you're looking for. Use the minus sign operator to exclude this word from your search results. Type the query and give the number of results | | |
| 4 | Searching Within a Site: Use the site: operator to find information about your topic on a specific website of your choice. Write down one fact you find about your topic from this website. | | |
| 5 | Searching for Specific File Types: Use the filetype: operator to find a DOC file about your topic. | | |



Task 2: Website Reliability Evaluation

Here are 6 websites to choose from. For two of the websites, complete the reliability table and make a judgement about whether the website is reliable or not

| Websites to choose from: | Factors you should consider: |
|--|---|
| Wikipedia - www.wikipedia.org Dog Island - www.thedogisland.com The Guardian - www.theguardian.com The Republic of Molossia - www.molossia.org Aluminum Foil Detector Beanie - zapatopi.net/afdb/ Government Website - www.gov.uk/ | <ul style="list-style-type: none">• Can you find out who the author is?• Does the website provide sources for the information presented?• Is the content current and regularly updated?• Does it have a balanced point of view?• Can you confirm the information is valid from other websites?• Is there any spelling or grammar mistakes? |

Website 1: _____

Discuss the reliable/ unreliable parts of the website below:

| |
|-------------------------------|
| <hr/> <hr/> <hr/> <hr/> <hr/> |
|-------------------------------|

Overall, Is the website reliable? _____



Website 2: _____

Discuss the reliable/ unreliable parts of the website below:

| |
|--|
| |
| |
| |
| |
| |

Overall, Is the website reliable? _____

Plenary: Fill in the blanks recall

The information you might find on the internet could be _____. We can check the information we find by using multiple _____ and by checking if there are _____ to other sources. It is also important to use the right search _____. If the wording of our searches is too _____, we might not find the information we need. If it is too vague you'll find too much _____ detail.

sources vague irrelevant terms unreliable links specific



Lesson 4: Using shortcuts, email and the school portal

Objective: Learn how to use emails and how to upload your files from home

Do Now: Keyboard shortcuts and formatting

- Log on.
- Open Microsoft Word
- Write the title “Keyboard Shortcuts” – underline this and make it **bold**
- Using bullet points, write a list of as many keyboard shortcuts as you can – you can use the internet for help – which do you think are the most useful?

Task 1: Formal and Informal Emails


Write down the kinds of things you would include in a formal and informal email in the table below.

| Formal | Informal |
|--------|----------|
| | |

Task 2: Creating emails

- Your job is to send two emails to different people in your class
- One email should be formal
- One email should be informal
- They both should talk about something you did recently, i.e summer holiday, what you did at the weekend

Task 3: Accessing your files at home

- From the Student Portal, click  My Files @ Home
- Find a file from your user area and upload it to your
- Check it has worked by downloading and opening the file afterwards

Explore the other features that you have available on the school portal (e.g classcharts)



Extension: In Microsoft Word, create a step by step user guide, showing new Meadowhead students how to upload your files to your OneDrive from home

Plenary: True or False Recall

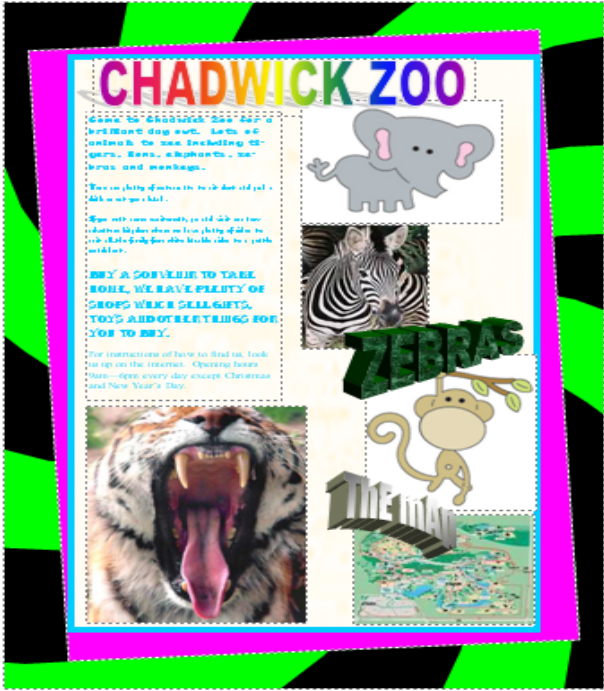
| Statement | True or False? |
|--|----------------|
| Ctrl + C pastes something into a document | |
| The school tracks your internet usage and the words you type | |
| Our computers have a monitor, mouse and keyboard | |
| The 'printscreen' button is on the left hand side of our keyboards | |
| We need to regularly save our work | |
| An informal email is signed off with "Best regards" | |



Lesson 5, 6 & 7: Desktop Publishing Project

Do Now: Have a close look at the poster on the board for Chadwick Zoo.

Identify all of the things that are wrong with the poster. Think about what you have learnt in lessons so far this half term

| | |
|--|---|
|  | <ul style="list-style-type: none"> • • • • • • • |
|--|---|

Project Brief

Meadowhead School is looking for a new magazine to inform new Year 7s coming to Meadowhead about effective use of ICT. They want a magazine that has the following:

- An effective design with suitable fonts and colours
- An acceptable use policy that student's need to follow
- Explains how to write an effective email and the difference between formal and informal
- Explains to students what effective word processing is
- Explain the difference between reliable and unreliable websites with examples
- Provides students with any additional information they might want to know about when they come to Meadowhead – you might include things about the school uniform, extra-curricular activities or getting to school etc.
- Suitable images to support your work



When you have finished your magazine you should print it and stick it in your booklet in the box below.

<Stick your magazine in here>



Reviewing your magazine

Complete the boxes below, identify things you have done well this term and things you want to improve on. Try to be specific about your magazine – discuss the colours, layout, the content – have you included the information you were expected to?

| |
|--|
| Why do you think it did or did not meet requirements of the brief? |
|--|

| |
|--|
| |
|--|

| |
|-----------------------------------|
| Things that I have done well are: |
|-----------------------------------|

| |
|--|
| |
|--|

| |
|-------------------------------|
| Things I need to improve are: |
|-------------------------------|

| |
|--|
| |
|--|



Mini Project PRIDE

Effort

1

2

3

4

Strength



- You've created a magazine that has a suitable layout and appropriate fonts and colours
- You can explain acceptable use policies and give examples
- You've explained how to use email and write emails for an appropriate audience
- You've written an effective explanation about how to do effective word processing
- You've explained the difference between reliable and unreliable websites
- You've included effective information that would help a new student coming to the school

Target



- Give three rules to follow when using a computer in school
- Write a simple list of instructions on how to access school emails
- Explain how to format a word document appropriately
- Give an example of a reliable website and explain why you think it is reliable
- Give 2 shortcuts and explain why they are useful
- Write a short review of the BBC website
- Explain why it is important to save files appropriately

Presentation and SPaG



- Correct any missing capital letters
- Correct your spelling mistakes
- Add in missing full stops/ apostrophes
- Make notes on your work which fonts and colours would be more suitable
- Next time use images to support what you have written

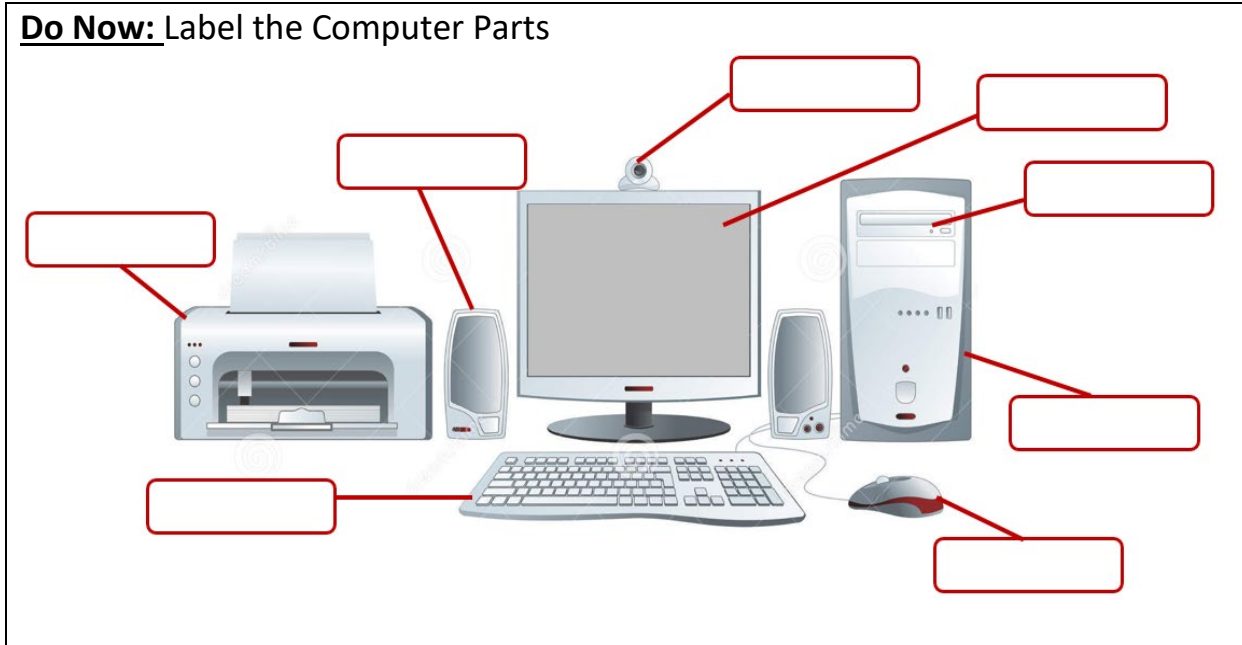
Student Improvement:



Lesson 8: Input and Output Devices

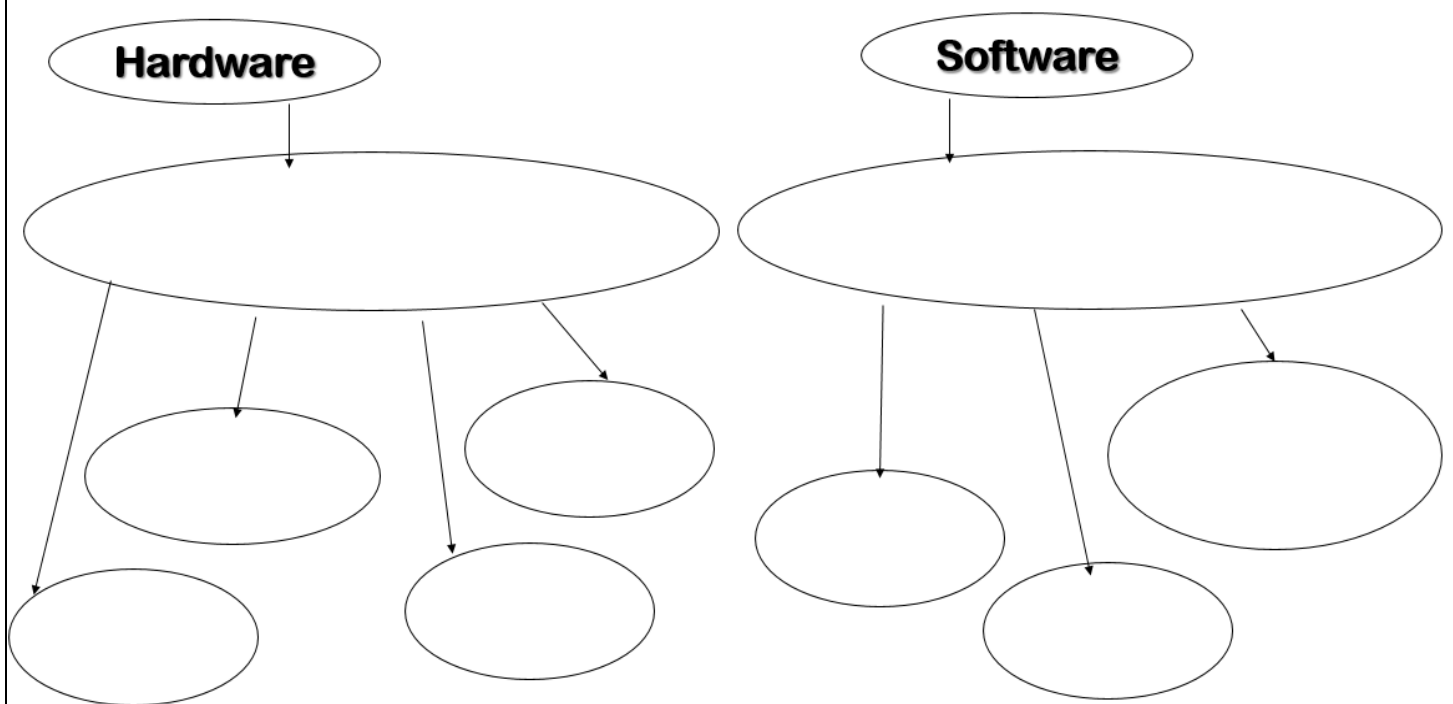
Objective: Demonstrate an understanding of how computers work and what makes something a computer system (input, output, processing and storage)

Do Now: Label the Computer Parts



Task 1: Hardware and Software

Give a brief description of hardware and software and give 3 examples of each





Task 2: Input and Output Devices

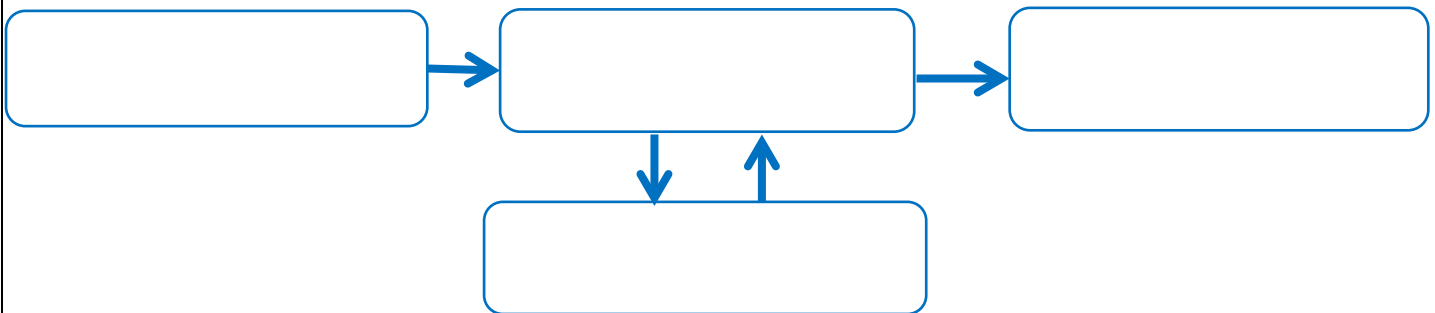
Sort the devices below into input and output devices. If you don't know what they are you might have to find out about them on the internet

| Input device | Output device |
|--------------|---------------|
| | |
| | |
| | |
| | |
| | |
| | |

scanner printer keyboard mouse monitor joystick speaker
plotter digital camera microphone barcode reader

Task 3: Computer Systems

A device needs 4 things: input, processing, storage and output to be considered a computer system. A blank diagram of a Computer System is shown below. Complete the boxes with these 4 key terms.



DID YOU KNOW?







The first electronic computer ENIAC weighed more than 27 tons and took up 1800 square feet.



Task 4: Is it a computer?

For each of the devices below say what the input, process, output and storage are (if they have them) and if they are a computer or not.

| |  |  |  |  |
|--------------------------|---|---|--|---|
| Input | | | | |
| Process | | | | |
| Output | | | | |
| Storage | | | | |
| Is it a computer? | | | | |

Extension: What other examples of computers can you find?
Go online and find more examples of computers. Create a PowerPoint explaining what inputs, processing, storage and outputs they have.



Lesson 9: Internal Components

Objective: Understand the role of different hardware components in our computers

Task 1: Computer Components Presentation

Each slide must have:

- The name of the hardware.
- A picture (you can download these from the internet).
- A description / explanation of what the piece of hardware does in the computer
- NOTE: You must NOT copy and paste text from the internet, but you CAN use the internet to help you in your investigation.

You need to aim to include research about 6 components in your presentation

Components List

- CPU
- Hard drive
- RAM
- Motherboard
- Graphics Card
- Power supply unit
- Network Card

Extension: Build a Computer

Your task is to go online and find the components for a gaming computer.

You have a budget of **£650**. Your computer should have a:

- CPU
- Hard drive
- RAM
- Motherboard
- Graphics Card
- Power supply

Make a table in Microsoft Word with your findings like the one below.

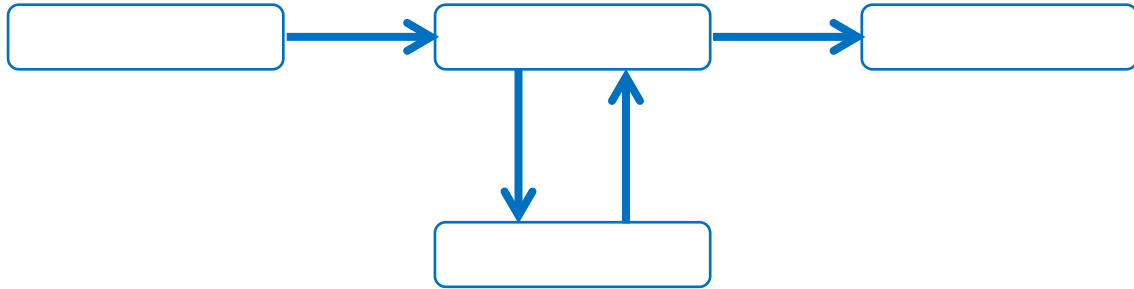
| Component | Name of item | Justification |
|------------------|---------------------|----------------------|
| CPU | | |



Plenary: Computer Hardware Recall Quiz

Q1) Complete the diagram below

Possible answers: Computer, CPU, Input, Keyboard, Monitor, Output, Storage



Q2) What is the role of a motherboard?

Q3) What is stored in RAM:

- A. The CPU
- B. Programs and data currently in use
- C. The BIOS
- D. The Bootstrap loader to boot/start your computer

Q4) Give examples of input and output devices:

| Input | Output |
|-------|--------|
| | |
| | |
| | |



Lesson 10: Computer Storage

Objective: Understand the role of different hardware components in our computers

Task 1: Find and write a definition for the following terms:


| | |
|-------------|--|
| Capacity | |
| Speed | |
| Portability | |
| Reliability | |
| Cost | |

Task 2: Storage devices

Create a word document and save it in your folder as “Storage Devices”.
need to create a table like the example below. You should:

- get a picture of the device
- give the capacity
- give advantages and disadvantages of using the device

USB Memory Stick
CD
Blu-ray disk
Cloud Storage

| Name | Picture | Capacity | Advantages | Disadvantages |
|-----------------|---|-----------|---|---------------------------|
| Hard disk drive |  | 100GB-2TB | High capacity, reliable, inexpensive. Durable | Not portable Very slow |



Extension task: Storage Top Trumps

Go to K Drive -> ICT -> Year 7 -> Digital Literacy
Open **Extension - Top Trumps Cards**
Make top trumps cards for the different storage devices

Plenary: Which storage for which job?

Circle or highlight the most appropriate storage type for each task. Two of the tasks have more than one appropriate storage type.

1. Storing a film in high definition

CD Blu-ray Hard Disk Drive Cloud Storage USB Memory Stick

2. Storing programs on your computer

CD Blu-ray Hard Disk Drive Cloud Storage USB Memory Stick

3. Copying work from your home computer to a school computer

CD Blu-ray Hard Disk Drive Cloud Storage USB Memory Stick

4. Storing a music album

CD Blu-ray Hard Disk Drive Cloud Storage USB Memory Stick



Lesson 11: The CPU

Objective: Understand the role of the CPU in a computer system and how it works

Task 1: CPU Questions

Answer the following questions about the CPU

1. What do the letters stand for?

C-

P-

U-

2. About the CPU?

Commonly known as:

Lives on a:

Can a computer system function without one?

3. Explain the job of a CPU

F

D

E



4. Speed of the CPU?

Measured in:

Instructions are processed per:

2 gigahertz can process:

Topic Revision: Create a moodboard/ mindmap about all the things you have learnt this half term

You should include pictures of: input, outputs, computer components, computer storage. Provide explanations of the images you show.

Plenary: Checking my learning!

Q1:

Q2:

Q3:

Q4:


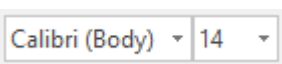


Q5:



Lesson 12: ICT Skills and Computer Hardware Assessment

Assessment Criteria: Can use basic ICT software to produce documents and use the web effectively

Q1) Give a brief description of the different word processing tools

| Tool icon | Brief description | |
|--|-------------------|-----|
|  | | / 4 |
|  | | |
|  | | |
|  | | |

Q2) Link up the internet key terms

| | | |
|---------------|--|-----|
| Bias | Something you can trust | / 4 |
| Web browser | A piece of software used to go on the internet/ world wide web | |
| Search engine | Prejudiced against/ not a truthful analysis of something | |
| Reliable | A website that you can use to find things | |

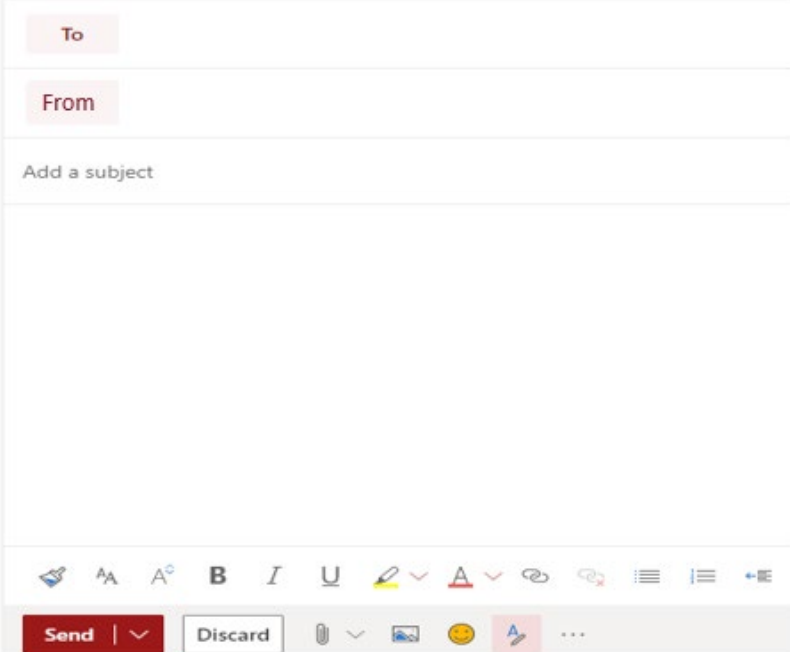
Q3) Give three things you can do to check if a website is trustworthy

| | |
|----------|-----|
| 1. _____ | / 3 |
| 2. _____ | |
| 3. _____ | |



Q4) You need to email your ICT teacher to ask for an extension on your homework. Write a formal email in the box below asking for an extension. You need to:

- Complete the 'To' line with your teacher's email address
- The 'From' line with your school email address
- Give the email an appropriate subject
- Write a polite message using formal language
- Begin and end your email formally

| | |
|---|----|
|  | /5 |
|---|----|

Assessment Criteria: Demonstrate an understanding of input and output devices

Q1) Underline the correct definition of an input device

- | | |
|---|----|
| A piece of software that boots up the computer | /1 |
| A piece of equipment used to send information into a computer | |
| A piece of equipment used to send information out of a computer | |
| A piece of equipment used record the websites you have visited | |

Q2) Give a definition for an output device

| | |
|-------------|----|
| <hr/> <hr/> | /2 |
|-------------|----|



Q3) List 3 input devices

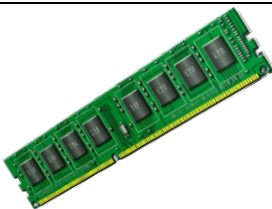
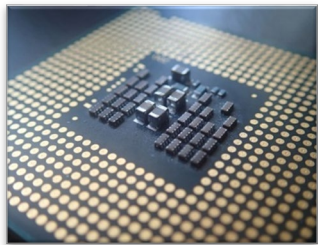
/3

Q4) Draw a diagram of a computer system

/4

Assessment Criteria: Identify and explain different computer hardware and storage devices

Q1) Give the name of each hardware component from the options below.



/6

GPU CPU Harddrive RAM
Power Supply Unit Graphics Card Motherboard



| | |
|--|----|
| Q2) Give an example of each type of storage device | |
| Optical _____ | /3 |
| Magnetic _____ | |
| Solid state _____ | |

| | |
|--|----|
| <i>Assessment Criteria: Explain the role of the CPU</i> | |
| Q1) A CPU is known as... | |
| C _____ P _____ U _____ | /3 |
| Q2) Describe each step of the Fetch, Decode, Execute cycle | |
| Fetch _____ Decode _____ Execute _____ | /3 |

/41



Self Reflection

| Beginner | Progressing | Embedded |
|---|--|---|
| I am still learning this and don't feel confident about my knowledge of the topic | I am getting there but don't understand everything about the topic | I have a really good knowledge of this topic and can answer questions confidently |

| Assessment Criteria | Beginning | Progressing | Embedded |
|--|------------------|--------------------|-----------------|
| I can create documents, search for information on the internet and send emails | | | |
| I know what input and output devices are and can give examples | | | |
| Identify and explain different computer hardware and storage devices. | | | |
| I know what the CPU is and how it works | | | |

Complete the boxes below, identify things you have done well this term and things you want to improve on. This can be specifically about the topic itself or your own working practices

| |
|-----------------------------------|
| Things that I have done well are: |
| |

| |
|-------------------------------|
| Things I need to improve are: |
| |



Assessment PRIDE

Effort

1

2

3

4

Strength



- Can identify different tools used in word processing
- Can send a professional email
- Have an understanding of input and output devices
- Can identify different hardware devices
- Give examples of different types of storage devices
- Understand the role of the CPU

Target



- Find two word processing tools and explain what they do
- List three things you should include in a professional email
- Give three input and three output devices
- Pick two hardware components and explain what their job is
- Explain what a magnetic storage device is and give an example
- Explain the fetch, decode, execute cycle
- Research the future of storage devices, what might happen in the future?

Presentation and SPaG



- Correct any missing capital letters
- Correct your spellings
- Add in missing full stops/ apostrophes
- Write in black pen
- Draw diagrams in pencil

Student Improvement:
