

## Lyng Primary School Knowledge Organiser

## Information Technology



| Topic: IT  | Databases |   | Year 3                |  | Summer 2   |  |
|--|-----------|---|-----------------------|--|--|--|
| Aims of this unit  |           |   | What                  | Goldilocks and Step On   | words will I use?  |  |
| • Understand the terminology around da   |           |   | Spelling              | Defin  | tion   |  |
| <ul> <li>Compare paper and computerised data</li> <li>Sort, filter and interpret data</li> </ul>   | ibases.   |   | Branching<br>database | A way to sort information by<br>nromally answered 'yes' or 'n            | <b>e</b> .   |  |
| <ul><li>Represent data in different ways.</li><li>Sort data for a purpose.</li></ul>   |           |   | Data                  | Facts and statistics collected together for information.                 |  |  |
|  |           |   | Database              | be searched, and information   | A collection of data organised in such a way that it can<br>be searched, and information found easily. Database<br>usually refers to data stored on computers. |  |
|  |           |   | Fields                | An area in a fixed or known lo<br>Sometimes a field can be divi          |  |  |
|  |           |   | Filter                | Criteria that can sort data fou spreadsheet.                             | ind in a database or   |  |
|  |           |   | Question              | Something that is asked or winformation.                                 | ritten to try and gain   |  |
| Outcomes   | 9         | Summer Term 2   | Spreadsheets          | A document in which data is a columns of a grid and can be calculations. | •  |  |
| <ul> <li>Create a set of closed questions on paper.</li> <li>Create a simple chart for the whole data set.</li> <li>Aost children</li> <li>Explain what is meant by field, record and data.</li> </ul> |           | Databases   |                       |  |  |  |
| <ul> <li>Identify examples of paper and computerised data</li> <li>Putting values into a spreadsheet, sorting, filteri</li> <li>Create a graph</li> <li>Ome children</li> </ul>                        |           | In this unit…   |                       |  |  |  |
| <ul> <li>Independently create a list of the advantages of databases.</li> <li>Create an online set of questions data which sho understanding.</li> </ul>   |           | In this unit, children will look at databases and will compare computer and pape<br>databases. They will then use the database in order to create a series of charts a<br>graphs by filtering out the relevant information. |                       |  |  |  |
| <ul> <li>Create multiple graphs and evaluate them.</li> <li>Agreed outcome:<br/>Create a database of Greek/Roman Gods</li> </ul>   | <u> </u>  |   |                       |  |  |  |