

# Application of thinking skills in the ICT curriculum

Thinking skills (NC)	Related ICT processes			
Enquiry	Task definition, planning, testing	<b>Plan</b> by identifying what information is required to answer a straightforward problem.	<b>Plan</b> by identifying the information needed, how it will be processed, the ICT tools required and the output. Modularity	<b>Plan</b> by identifying the information needed, how it will be processed, the ICT tools required and the outputs. Consider its constituent parts: order, sequence, the dependencies, scope.
Creative thinking	Hypothesise, generate and extend, look for alternatives (modelling)	<b>Explore</b> possibilities, options, by asking 'what if ...?' questions in given models. <b>Develop</b> ideas in successive steps, maybe through trial and error. Know that changes can be easily made and undone. <b>Design</b> elements of a simple product using their own preferences.	<b>Develop and explore</b> options by building straightforward simple models that include and demonstrate an understanding of variables. <b>Develop</b> ideas iteratively using criteria to inform successive versions. <b>Design</b> simple products, be able to justify choices in terms of audience and purpose.	<b>Develop and explore</b> options by building straightforward models that explore relationships through the understanding and use of rules and variables. <b>Develop</b> ideas using feedback from users, external audiences; etc. resulting in solutions fit for purpose. <b>Design</b> complex systems for an external audience having identified the need.
Evaluation	Evaluate information, audience, purpose, develop criteria for judging own and others' work, bias, testing	<b>Evaluate information sources</b> in relation to the task. <b>Evaluate</b> own work against how well it meets the need of the task. Understand the concept of <b>audience</b> when related to self, peers and family. Demonstrate understanding through their work. <b>Test</b> a simple system to check that it works.	<b>Evaluate information sources</b> recognising accuracy, plausibility and bias. <b>Evaluate</b> own work against criteria that they develop in relation to the external sources. Create suitable material for a specific <b>audience and purpose</b> . Be able to explain why and how decisions made impact on both. <b>Test and refine</b> instructions to solve a problem.	<b>Evaluate information sources</b> recognising accuracy, plausibility and bias and, where appropriate, verify against other sources. <b>Evaluate</b> solution using feedback from users, external audiences, etc. resulting in fitness for purpose. Be able to demonstrate a clear sense of <b>audience and purpose</b> , both individuals and communities. Be able to articulate how different decisions will impact on both. <b>Test and refine</b> instructions taking account of comments from intended audience.