Long Term Plan BTEC Tech Award DIT (Component 3)

Pearson Edexcel Level 1/Level 2 GCSE in Business

QN 603/0121/1, Subject code 1BSO, Paper code 1BSO/02

Half term	Unit title	Key knowledge/ Content to learn and retain	Essential skills to acquire (subject & generic)	Link to subject ethos and driver (rename)	Anticipated misconceptions	Links to previous KS	Links to future KS	Opportunity for stretch for high prior attainers	SMSC & British Values	Cultural Capital	Career Link
HT1	Component 3 LAA Modern Technologies	**A Modern Technologies** **A1: Modern Technologies** - Communication technologies - Features and uses of cloud storage - Features and uses of cloud computing - How the selection of platforms and services impacts on the use of cloud technologies - How cloud and traditional systems are used together - Implications for organisations when	AO1 Demonstrate knowledge of facts, terms, processes and issues in relation to digital information technology AO2 Apply an understanding of facts, terms, processes and issues in relation to digital information technology AO3 Analyse, evaluate and make reasoned judgements about the	Students need to know how IT can be used to support remote and collaborative working, but also how to to know the benefits and drawbacks of these tools and features.	Cloud computing and cloud storage are the same thing Impact on individuals and organisations (that they are different)	Collaborative working and modern technologies and their impact are covered in KS3 - this module builds on that knowledge.	N/A - not covered at KS5 at the academy but pupils may choose to progress to: -A Levels as preparation for entry to higher education in a range of subjects - study of a vocational qualification at Level 3, such as a BTEC National in IT, which prepares learners to enter employment or apprenticeships, or move on to higher	Challenge tasks are built into lessons. Students will be able to achieve higher level skills such as analyse, evaluate and make reasoned judgements. Higher level of application to context.	Respect Communicating with others appropriately Community Collaborative working - working in different timezones/languages, etc Wisdom Making informed decisions, e.g. which service providers to use and why From an environmental standpoint students are encouraged to understand	We encourage students to read newspapers and business information We encourage students to watch the news Make links to 'real life' Develop sector specific skills in a practical learning environment Effective ways of working (digital teams)	Any role where employee may have to work remotely and use IT to hello them do this- e.g. IT technician, web developer, call centre operative

		choosing cloud technologies **A2: Impact of modern technologies** - Changes to modern teams facilitated by modern technologies - How modern technologies can be used to manage modern teams - How organisations use modern technologies to communicate with stakeholders - How modern technologies aid inclusivity and accessibility - Positive and negative impacts of modern technologies on organisations - Positive and negative impacts of modern technologies on individuals	use, factors and implications influencing digital information technology AO4 Make connections with the concepts, issues, terms and processes in digital information technology Correct understanding and use of command words Understanding and application of the markscheme Literacy Self management Non-routine problem solving – expert thinking, metacognition, creativity Systems thinking – decision				education by studying a degree in the digital sector		the ways that computer systems and parts can be recycled, reused and have extended lives. The understanding of environmental impacts is taught through lesson themes. Democracy is something students will learn about and will know how to treat others fairly and how to make things work for the whole class as well as the individual. Rule of Law is taught through lesson themes as well with school rules also being adhered to and considered at all times. Individual		

			making and reasoning Critical thinking – analysing, synthesising and reasoning skills Evaluation Justification						Liberty – It is important to have students understand their freedoms as well as knowing how these fit in with the school ethos. Students will know their rights as individuals and will know both what to expect and what is expected of them. Mutual respect for tolerance of those with different faiths and beliefs, and for those without faith is important Resilience is taught through the lessons when students are pushed to achieve their best, moving out of their perceived limits at		

									times and getting the deserved rewards as a result		
HT2	Component 3 LAB Cyber Security	**B Cyber Security** **B1: Threats to Data** - Why systems are attacked - External threats (threats outside the organisation) to digital systems and data security - Internal threats (threats within the organisation) to digital systems and data security - Impact of security breach **B2: Prevention and management of threats to data** - User access restrictions - Data level protection - Finding weaknesses and improving system security **B3: Policy**	AO1 Demonstrate knowledge of facts, terms, processes and issues in relation to digital information technology AO2 Apply an understanding of facts, terms, processes and issues in relation to digital information technology AO3 Analyse, evaluate and make reasoned judgements about the use, factors and implications influencing digital information technology AO4 Make connections with the	They should be aware of cyber security and how to protect themselves and their data against cyber criminals and threats.	That both grey and black hat hacking is illegal The difference between internal and external threats The difference between firewalls and antivirus software The differences between the different threats, e.g. pharming and phishing They employees can be a threat both intentionally but also non-intentionally	Cybersecurity is covered in the KS3 curriculum. This module builds on that knowledge.	N/A - not covered at KS5 at the academy but pupils may choose to progress to: -A Levels as preparation for entry to higher education in a range of subjects - study of a vocational qualification at Level 3, such as a BTEC National in IT, which prepares learners to enter employment or apprenticeships, or move on to higher education by studying a degree in the digital sector	Challenge tasks are built into lessons. Students will be able to achieve higher level skills such as analyse, evaluate and make reasoned judgements. Higher level of application to context.	Respect Taking responsibility for shared networks and protecting these Community As above - shared responsibilities Courage To report cyber security threats Wisdom Knowing how to keep networks safe From an environmental standpoint students are encouraged to understand the ways that computer systems and parts can be recycled, reused and have	We encourage students to read newspapers and business information We encourage students to watch the news Make links to ‘real life’ Develop sector specific skills in a practical learning environment Effective ways of working (cyber security)	IT technician IT Security specialist Penetration tester/ethical hacker IT Auditor Information security analyst

		- Defining responsibilities - Defining security parameters - Disaster recovery policy - Actions to take after an attack	concepts, issues, terms and processes in digital information technology Correct understanding and use of command words Understanding and application of the markscheme Literacy Self management Non-routine problem solving – expert thinking, metacognition, creativity Systems thinking – decision making and reasoning Critical thinking – analysing, synthesising and reasoning skills						extended lives. The understanding of environmental impacts is taught through lesson themes. Democracy is something students will learn about and will know how to treat others fairly and how to make things work for the whole class as well as the individual. Rule of Law is taught through lesson themes as well with school rules also being adhered to and considered at all times. Individual Liberty – It is important to have students understand their freedoms as		

			Evaluation Justification						well as knowing how these fit in with the school ethos. Students will know their rights as individuals and will know both what to expect and what is expected of them. Mutual respect for tolerance of those with different faiths and beliefs, and for those without faith is important Resilience is taught through the lessons when students are pushed to achieve their best, moving out of their perceived limits at times and getting the deserved rewards as a result		

HT3	Component 3 LAC The wider implications of digital systems February - External Exam 1	**C The wider implications of digital systems** **C1: Responsible use** - Shared data (location-based data, transactional data, cookies, data exchange between services) - Environmental **C2: Legal and ethical** - Importance of providing equal access to services and information - Net neutrality and how it impacts on organisations - The purpose and use of acceptable use policies - Blurring of social and business boundaries - Data protection principles - Data and the use of the Internet - Dealing with intellectual property - The criminal	AO1 Demonstrate knowledge of facts, terms, processes and issues in relation to digital information technology AO2 Apply an understanding of facts, terms, processes and issues in relation to digital information technology AO3 Analyse, evaluate and make reasoned judgements about the use, factors and implications influencing digital information technology AO4 Make connections with the concepts, issues, terms and processes in digital information	We want to encourage our students to use IT in a safe and responsible manner	Data protection law only applies to living individuals Net neutrality - meaning Ip, copyright plagiarism, etc - the differences How laws may be different in different places	Legal issues of IT and responsible use are covered as KS3 - this module builds on that knowledge.	N/A - not covered at KS5 at the academy but pupils may choose to progress to: -A Levels as preparation for entry to higher education in a range of subjects - study of a vocational qualification at Level 3, such as a BTEC National in IT, which prepares learners to enter employment or apprenticeships, or move on to higher education by studying a degree in the digital sector	Challenge tasks are built into lessons. Students will be able to achieve higher level skills such as analyse, evaluate and make reasoned judgements. Higher level of application to context.	Respect Responsible and legal IT use Community Environmental impacts of IT Wisdom Acceptable use policies - purposes From an environmental standpoint students are encouraged to understand the ways that computer systems and parts can be recycled, reused and have extended lives. The understanding of environmental impacts is taught through lesson themes. Democracy is something students will learn about and will know how to	We encourage students to read newspapers and business information We encourage students to watch the news Make links to ‘real life’ Develop sector specific skills in a practical learning environment Effective ways of working (legal and ethical codes of conduct)	HR Roles (writing policies etc) Data Protection Officer

		use of computer systems	technology Correct understanding and use of command words Understanding and application of the markscheme Literacy Self management Non-routine problem solving – expert thinking, metacognition, creativity Systems thinking – decision making and reasoning Critical thinking – analysing, synthesising and reasoning skills Evaluation Justification						treat others fairly and how to make things work for the whole class as well as the individual. Rule of Law is taught through lesson themes as well with school rules also being adhered to and considered at all times. Individual Liberty – It is important to have students understand their freedoms as well as knowing how these fit in with the school ethos. Students will know their rights as individuals and will know both what to expect and what is expected of them.		

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HT4	Component 3 LAD Planning and communication in digital systems	**D Planning and communication in digital systems** **D1: Forms of notation** - Understand how organisations use different forms of notation to explain systems, data and information. - Data	AO1 Demonstrate knowledge of facts, terms, processes and issues in relation to digital information technology AO2 Apply an understanding of facts, terms, processes and issues in	We want our students to complete the course with the digital skills and understanding needed to go out and compete in the world of work.	Differences between the different diagrams looked at Use of arrows to show the direction of tasks/data etc	Flowcharts are covered in KS3 in both computing and technology.	N/A - not covered at KS5 at the academy but pupils may choose to progress to: -A Levels as preparation for entry to higher education in a range of subjects - study of a vocational qualification at Level 3,	Challenge tasks are built into lessons. Students will be able to achieve higher level skills such as analyse, evaluate and make reasoned judgements. Higher level of application	Courage - to ask questions and demonstrate to others Wisdom Using different forms of notation effectively From an environmental standpoint students are	We encourage students to read newspapers and business information We encourage students to watch the news Make links to ‘real life’ Develop	Web designers Systems specialists Data analyst

		flow diagrams - Flowcharts - System diagrams - Tables - Written information - Be able to interpret information presented using different forms of notation in a range of contexts - Be able to present knowledge and understanding using different forms of notations - Data flow diagrams - Information flow diag	relation to digital information technology AO3 Analyse, evaluate and make reasoned judgements about the use, factors and implications influencing digital information technology AO4 Make connections with the concepts, issues, terms and processes in digital information technology Correct understanding and use of command words Understanding and application of the markscheme Literacy Self management				such as a BTEC National in IT, which prepares learners to enter employment or apprenticeships, or move on to higher education by studying a degree in the digital sector	to context.	encouraged to understand the ways that computer systems and parts can be recycled, reused and have extended lives. The understanding of environmental impacts is taught through lesson themes. Democracy is something students will learn about and will know how to treat others fairly and how to make things work for the whole class as well as the individual. Rule of Law is taught through lesson themes as well with school rules also being adhered to and considered	sector specific skills in a practical learning environment	

		rams - Flowcharts	Non-routine problem solving – expert thinking, metacognition, creativity Systems thinking – decision making and reasoning Critical thinking – analysing, synthesising and reasoning skills Evaluation Justification						at all times. Individual Liberty – It is important to have students understand their freedoms as well as knowing how these fit in with the school ethos. Students will know their rights as individuals and will know both what to expect and what is expected of them. Mutual respect for tolerance of those with different faiths and beliefs, and for those without faith is important Resilience is taught through the lessons when students are pushed to achieve their best, moving		

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HT5	Revision for Component 3 external exam	Revision for learning aims A-D	AO1 Demonstrate knowledge of facts, terms, processes and issues in relation to digital information technology AO2 Apply an understanding of facts, terms, processes and issues in relation to digital information technology AO3 Analyse, evaluate and make reasoned judgements about the use, factors and implications influencing digital information technology	We want to encourage our students to use IT in a safe and responsible manner. Students need to know how IT can be used to support remote and collaborative working, but also how to to know the benefits and drawbacks of these tools and features. They should be aware of cyber security and how to protect themselves and their data against cyber criminals and threats. We want our students to complete the course	Revision - answering different style questions/command words Context (lack of) Developing answers (PEE)	N/A	N/A - not covered at KS5 at the academy but pupils may choose to progress to: -A Levels as preparation for entry to higher education in a range of subjects - study of a vocational qualification at Level 3, such as a BTEC National in IT, which prepares learners to enter employment or apprenticeships, or move on to higher education by studying a degree in the digital sector	Challenge tasks are built into lessons. Students will be able to achieve higher level skills such as analyse, evaluate and make reasoned judgements. Higher level of application to context.	Courage Tackling weaker areas and striving to improve these Wisdom To answer questions better/more developed/ more context From an environmental standpoint students are encouraged to understand the ways that computer systems and parts can be recycled, reused and have extended lives. The understanding of environmental impacts is taught through lesson	We encourage students to read newspapers and business information We encourage students to watch the news Make links to ‘real life’ Develop sector specific skills in a practical learning environment Effective ways of working (digital teams, cyber-security, legal and ethical codes of conduct)	As per above

			AO4 Make connections with the concepts, issues, terms and processes in digital information technology Correct understanding and use of command words Understanding and application of the markscheme Literacy Self management Non-routine problem solving – expert thinking, metacognition, creativity Systems thinking – decision making and reasoning Critical thinking – analysing, synthesising and	with the digital skills and understanding needed to go out and compete in the world of work.						themes. Democracy is something students will learn about and will know how to treat others fairly and how to make things work for the whole class as well as the individual. Rule of Law is taught through lesson themes as well with school rules also being adhered to and considered at all times. Individual Liberty – It is important to have students understand their freedoms as well as knowing how these fit in with the school ethos. Students will know their rights as individuals		

			reasoning skills Evaluation Justification						and will know both what to expect and what is expected of them. Mutual respect for tolerance of those with different faiths and beliefs, and for those without faith is important Resilience is taught through the lessons when students are pushed to achieve their best, moving out of their perceived limits at times and getting the deserved rewards as a result		
HT6	Revision for Component 3 external	Revision for learning aims A-D	AO1 Demonstrate knowledge of facts, terms, processes and issues in relation to digital information technology	We want to encourage our students to use IT in a safe and responsible manner. Students need to know how IT	Revision - answering different style questions/command words Context (lack of)	N/A	N/A - not covered at KS5 at the academy but pupils may choose to progress to: -A Levels as preparation for entry to	Challenge tasks are built into lessons. Students will be able to achieve higher level skills such as	Courage Tackling weaker areas and striving to improve these Wisdom To answer	We encourage students to read newspapers and business information We encourage	As per above

	exam		AO2 Apply an understanding of facts, terms, processes and issues in relation to digital information technology AO3 Analyse, evaluate and make reasoned judgements about the use, factors and implications influencing digital information technology AO4 Make connections with the concepts, issues, terms and processes in digital information technology Correct understanding and use of command words Understanding and	can be used to support remote and collaborative working, but also how to to know the benefits and drawbacks of these tools and features. They should be aware of cyber security and how to protect themselves and their data against cyber criminals and threats. We want our students to complete the course with the digital skills and understanding needed to go out and compete in the world of work.	Developing answers (PEE)		higher education in a range of subjects - study of a vocational qualification at Level 3, such as a BTEC National in IT, which prepares learners to enter employment or apprenticeships, or move on to higher education by studying a degree in the digital sector	analyse, evaluate and make reasoned judgements. Higher level of application to context.	questions better/more developed/ more context From an environmental standpoint students are encouraged to understand the ways that computer systems and parts can be recycled, reused and have extended lives. The understanding of environmental impacts is taught through lesson themes. Democracy is something students will learn about and will know how to treat others fairly and how to make things work for the whole class as well as the individual. Rule of Law is taught	students to watch the news Make links to ‘real life’ Develop sector specific skills in a practical learning environment Effective ways of working (digital teams, cyber-security, legal and ethical codes of conduct)	

			application of the markscheme Literacy Self management Non-routine problem solving – expert thinking, metacognition, creativity Systems thinking – decision making and reasoning Critical thinking – analysing, synthesising and reasoning skills Evaluation Justification						through lesson themes as well with school rules also being adhered to and considered at all times. Individual Liberty – It is important to have students understand their freedoms as well as knowing how these fit in with the school ethos. Students will know their rights as individuals and will know both what to expect and what is expected of them. Mutual respect for tolerance of those with different faiths and beliefs, and for those without faith is important		

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Skills developed throughout the programme

Cognitive skills
- Non-routine problem solving – expert thinking, metacognition, creativity.
- Systems thinking – decision making and reasoning.
- Critical thinking – definitions of critical thinking are broad and usually involve general cognitive skills such as analysing, synthesising and reasoning skills.
- ICT literacy – access, manage, integrate, evaluate, construct and communicate.

Interpersonal skills
- Communication – active listening, oral communication, written communication, assertive communication and non-verbal communication.
- Relationship-building skills – teamwork, trust, intercultural sensitivity, service orientation, self-presentation, social influence, conflict resolution and negotiation.
- Collaborative problem solving – establishing and maintaining shared understanding, taking appropriate action, establishing and maintaining team organisation.

Intrapersonal skills
- Adaptability – ability and willingness to cope with the uncertain, handling work stress, adapting to different personalities, communication styles and cultures, and physical adaptability to various indoor and outdoor work environments.
- Self-management and self-development – ability to work remotely in virtual teams, work autonomously, be self-motivating and self-monitoring, willing and able to acquire new information and skills related to work.