

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 misconceptio ns	Links to previous KS	Links to future KS	Opportunity for stretch for high prior attainers	SMSC & British Values	Cultural Capital	Career Link
HT1	Comp onent 3 LAA Moder n Techn ologies	A Modern Technologies A1: Modern Technologies - Communicatio n 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 understandin g 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 organisation s (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 apprenticesh ips, 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 Communicati ng with others appropriately Collaborative working - working in different timezones/la nguages, etc Wisdom Making informed decisions, e.g. which service providers to use and why From an environment al 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

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	information			reused and	
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technologies	with the			g of	
- How modern	concepts,			environment	
technologies	issues, terms			al impacts is	
can be used	and			taught	
to manage	processes in			through	
modern teams	digital			lesson	
- How	information			themes.	
organisations	technology				
use modern				Democracy	
technologies	Correct			is something	
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- How modern				treat others	
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HT2	Comp onent 3 LAB Cyber Securit y	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 - 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 understandin g 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 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 differences between the different threats, e.g. pharming and phishing They employees can be a threat both intentionally but also non-intention ally	Cybersecurit y 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 apprenticesh ips, 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 responsibiliti es Courage To report cyber security threats Wisdom Knowing how to keep networks safe From an environment al 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

In Pering resource s Defining security parameters - Delaster recovery parameters - Disaster recovery parameters - Disaster recovery parameters - Actions to - take after an attack Understandin g and attack Understandin g and g and		· · · · ·	 	· · · · · · · ·
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				times and getting the	
				deserved	
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HT3	Comp onent 3 LAC The wider implica tions of digital system s Februa ry - Extern al Exam 1	C The wider implications of digital systems C1: Responsible use C1: Responsible use C1: Responsible use C1: Responsible use C2: Legal and ethical C2: Legal and how it C2: Legal and how it C2: Legal and how it C2: Legal and how it C2: Legal and business C2: Legal and business C2: Legal and the C2: Legal and the	AO1 Demonstrate knowledge of facts, terms, processes and issues in relation to digital information technology AO2 Apply an understandin g 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 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	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 lp, 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 apprenticesh ips, 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 Environment al impacts of IT Wisdom Acceptable use policies - purposes From an environment al standpoint students are encouraged to understand the ways that computer systems and parts can be recycled, reused and have extended lives. The understandin g of environment al impacts is taught through lesson themes. Democracy is something students will learn about	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
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HT4	Comp onent 3 LAD Planni ng and comm unicati on in digital system s	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. - Dat a	AO1 Demonstrate knowledge of facts, terms, processes and issues in relation to digital information technology AO2 Apply an understandin g of facts, terms, processes and issues in	We want our students to complete the course with the digital skills and understandi ng 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 environment al 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

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HT5	Revisi on for Comp onent 3 extern al 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 understandin g 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/co mmand 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 apprenticesh ips, 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 environment al standpoint students are encouraged to understand the ways that computer systems and parts can be recycled, reused and have extended lives. The understandin g of environment al 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-securit y, legal and ethical codes of conduct)	As per above

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reasoning			these fit in	
			with the	
Critical			school ethos.	
thinking –			Students will	
			know their	
analysing				
synthesis	ig		rights as	
and			individuals	
I		II		

			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	Revisi on for Comp onent 3 extern al	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/co mmand 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

application of the markscheme Literacy Self management Non-routine problem solving – expert thinking, metacognitio n, creativity Systems thinking – decision making and reasoning Critical thinking – analysing, synthesising and reasoning skills Evaluation Justification		through lesson themes a well with school ru also bein adhered and consider at all time Individua Liberty – importan have students understa their freedoms well as knowing these fit with the school et Students know the rights as individua and will know bob what to expect a what is expected them. Mutual	les g to ed ed es. l lt is t to nd s as how n hos. will ir ls h nd of	
		Mutual respect f tolerance	e of h d nd	

								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			
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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.