

# 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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cloud	and		studying a	computer	
technologies	implications		degree in the	systems and	
A2: Impact of modern	influencing		digital sector	parts can be	
technologies	digital			recycled,	
	information			reused and	
<ul> <li>Changes to</li> </ul>	technology			have	
modern teams				extended	
facilitated by	AO4 Make			lives. The	
modern	connections			understandin	
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	
to	understandin			students will	
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stakeholders	words			know how to	
- How modern				treat others	
technologies	Understandin			fairly and	
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	application of			things work	
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- Positive and	markscheme			class as well	
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l limits at						perceived	
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									times and getting the deserved rewards as a result		
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

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- Actions to kae after an attack       understandin g and use of command words       Democracy is something students will learn about and will application of the markscheme         Understandin g and application of the markscheme       Understandin g and application of the markscheme       Teat others         Literacy       Setf       management       dass as well         Non-routine problem       Setf       case the mass application of the management       set the mass application of the markscheme         Non-routine problem       solving - expert       Rule of Law       solving - expert         Systems       thinking, metacognition markscheme       also being adhered to achered to achered to achered to achered to and achered to achered to achered to achered to achered to and achered to achered to and achered to achered to and achered to achered to achered to achered to and considered at al times.         Systems       thinking, and reasoning and reasoning and reasoning and reasoning solving and reasoning and analysing.       Individual Litery - It is important to have students understand analysing.	- Disaster recovery	technology	taught through	
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the       treat others       fraity and         markscheme       faity and       how to make         Literacy       things work       for the whole         Self       class as well       as the         management       as the       individual.         Non-routine       Problem       situe         problem       solving -       expert         expert       thowich       through         thinking,       metacognitio       through         n, creativity       school rules       also being         Systems       also being       adhered to         decision       considered       and         reasoning       Critical       Liberty - It is         thinking -       decision       students         understand       synthesising       students         and       reasoning       students		g and	learn about and will	
Literacy       things work for the whole class as well as the individual.         Non-routine problem solving - expert thinking, metacognitio n, creativity       Rule of Law is taught through lesson themes as well with school rules also being adhered to and decision making and reasoning         Systems thinking - decision making and reasoning and reasoning sulls       Image: Considered also thinking - analysing, sulls		the	treat others fairly and	
Non-routine       as the         problem       solving -         solving -       sexpert         thinking,       is taught         metacognitio       n, creativity         systems       also being         thinking -       also being         addred to decision       and         making and       reasoning         Critical       thinking -         thinking and       reasoning         synthesising       analysing,         and       students         skills       understand			things work for the whole	
Non-routine problem       Rule of Law         solving - expert       Rule of Law         thinking, metacognitio n, creativity       Base being adhered to and considered at all times.         Systems thinking and reasoning       Individual Liberty - It is important to have students         Critical thinking - analysing, and reasoning       Individual Liberty - It is important to have students			as the	
expert       thinking,         metacognitio       n, creativity         Systems       also being         thinking –       also being         decision       and         making and       considered         reasoning       Individual         Liberty – It is       important to         synthesising       and         and       reasoning         synthesising       and         and       students         understand       there		problem	Rule of Law	
n, creativity       well with school rules also being adhered to and considered at all times.         Critical thinking – analysing, synthesising and reasoning       Critical thinking – analysing, synthesising and reasoning         Individual Liberty – It is important to have students understand their       Individual Liberty – It is important to have students understand		expert thinking,	through lesson	
Systems thinking – decision making and reasoning       also being adhered to and considered at all times.         Critical thinking – analysing, synthesising and reasoning       Individual Liberty – It is important to have students understand their			well with	
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	Evaluation			well as knowing how	
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				respect for tolerance of	
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				without faith is important	
				Resilience is taught	
				through the lessons	
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				students are pushed to	
				achieve their	
				best, moving out of their	
				perceived limits at	
				times and getting the	
				deserved	
				rewards as a result	

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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use of systems       technology       technology       technology         Correct understandin g and use of vords       Correct understandin g and use of vords       technology       technology         Understandin g and use of vords       Understandin g and use of vords       technology       technology         Understandin g and use of vords       Understandin g and the scheme       technology       technology         Understandin vords       Understandin g and the scheme       technology       technology         Understandin vords       Understandin the scheme       technology       technology         Understandin vords       telferacy       well with school rules adhered to and proteom n. creativity       telferacy         Self management school n. creativity       Self management school n. creativity       telferacy       also being adhered to and the school rules students       aldi tumes. timpotant to netscognito n. creativity         Systems thriking - analysing, and sking and reasoning       technology       technology       technology         Critical thriking - analysing, sking       technology       technology       technology         Luefraction       technology       technology       technology         Systems thriking - analysing, sking       technology       technology       technology         Understand thriking - analysing, sking<
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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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	flow	relation to		such as a	to context.	encouraged	sector	
	diag	digital		BTEC		to	specific skills	
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									out of their perceived limits at times and getting the deserved rewards as a result		
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

AO4 Mak	with the		themes.	
connection			unomos.	
			Democratic	
with the	and		Democracy	
concepts	understandi		is something	
issues, te	ms ng needed		students will	
and	to go out		learn about	
processe	in and		and will	
digital	compete in		know how to	
informatio	n the world of		treat others	
technolog	WOIK.		fairly and	
			how to make	
Correct			things work	
understar			for the whole	
g and use	of		class as well	
command			as the	
words			individual.	
, worde				
Understa	din		Rule of Law	
g and			is taught	
applicatio	n of		through	
the			lesson	
marksche	ne		themes as	
			well with	
Literacy			school rules	
,			also being	
Self			adhered to	
managen	apt		and	
manayen				
			considered	
Non-routi	e		at all times.	
problem				
solving –			Individual	
expert			Liberty – It is	
thinking,			important to	
metacogr	tio		have	
n, creativ			students	
	,		understand	
0				
Systems			their	
thinking –			freedoms as	
decision			well as	
making a	d		knowing how	
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.