

Key Stage 3 - Intention Statement: We aim to deliver a wide, varied and balanced practical curriculum covering many digital applications such as word processing, presentation, spreadsheet, web authoring and activities across the KS3 year groups.

Intention Overview:

Curriculum Knowledge

KS3 introduces, while KS4 offers skills practice, deepens understanding and broadens knowledge and understanding to :

- build on a foundation of background information that can be applied throughout learners’ studies in IT
- develop learners’ skills, knowledge and improve their ability in using a variety of digital applications;
- analyse learners’ products compared to previous ones and provide evidence of improvement to improve outcomes

Progressing into **Y10** as a chosen option the students begin the **BTEC IT Level 1 / 2 DIT** where they follow the scheme of work and units set out by the exam board.

Essential Skills to Develop

Subject Specific Skills

Y7 Manage files and folders. Choose secure passwords
 Save and Back up work. ICT Trouble-shoot
 Internet research skills, collecting/saving assets.
 Search filters (+, AND, "" NOT, wildcard), search engine rankings , fake sites
 Presentation skills, animations and transitions, slide master, footers, speaker notes.
 Spreadsheets - Cell references - row, column, cell, operators, Functions, Formulas, Operators and Formatting.
 Flowcharts, Scratch programming, Image manipulation.

Y8 Presentations - multimedia quiz - hyperlinks, media e.g. sound and video.
 Spreadsheets - Charts and recap on Y7 skills plus Count functions and Pivot tables.
 Information Flow Diagrams. VB Programming.
 Databases – Tables Queries and Reports.

Y9 Information Point - Storyboard and collecting and saving assets
 PPT Vs Google slides - compare both mediums.
 Spreadsheets - IF Statements, Recap on Count, VLOOKUP Lists.
 Data Flow Diagrams. VB Programming.

Supportive Learning Skills and Attributes

Y7 Online safety, Display Screen Equipment risk assessment. Other risks to be avoided.
 Digital citizenship and cyberbullying.
 Hardware and software, Input and Output devices, Storage and sizes, Binary and Memory.
 Copyright law. Intellectual property.

Y8 Online safety, Online security, digital footprint and cybersecurity for organisations.
 Networks and Digital 5 a day. (wellbeing and impact)

Y9 Online safety, social engineering and sexting
 Online security and cybersecurity (protecting computer systems)
 Gathering and use of data by organisations, Networking. Ciphers and Cryptography.
 Cloud Vs traditional computing.
 GDPR, data privacy and security law.

Cultural Capital (opportunities and experiences)	
<ul style="list-style-type: none">● Learners should build on and embed the skills, knowledge and experiences acquired in key stages 1 and 2, become more competent, confident and expert in and apply skills across areas of ICT.● Understand the potential risks to people and the responsibilities of employers with regard to Display Screen Equipment.● How to become a better digital citizen and advise a course of action for those afflicted by cyber-bullying.● An introduction to Copyright law and the value of Intellectual property.● Knowing the advantages and drawbacks of an individual's digital footprint and what cybersecurity means for organisations.● An understanding of the well-being and impact of digital device usage.● An understanding of social engineering and the legalities surrounding sexting● The social effects of gathering big data● An understanding of GDPR, data privacy and security law.● Progressing into Y10 as a chosen option the learners will begin the BTEC IT Level 1 / 2 DIT where they follow the scheme of work and units set out by the exam board.	

Implementation:

- The courses are written in advance and regularly reviewed
- Resources are shared and saved on the G Drive
- Learners work on sheets in a folder and online to print evidence
- Revision is supported with Knowledge Organisers and recall is promoted through quizzes at the beginning of lessons and end of term exams
- Core assessments are completed by all classes.

Measuring Impact:

- A number of learners select to continue Digital Studies (ICT) into KS4
- Interim assessments in the form of quizzes are conducted bi-weekly and a knowledge exam is conducted at each end of term. Students are graded P, G, A or R in line with a historical skill level. PLCs are used to record progress.
- The PLCs in the learners' folders allow learners to record and monitor their attainment following each lesson/topic.
- Learners can review the PLC's information to better understand their progress in Digital studies (ICT)
- The KS3 curriculum endeavours to cover topics and skills necessary to successfully attempt the KS4 Digital Information Technology course work and exam. (BTEC IT Level 1 / 2 DIT)

Key Stage 4 - Intention Statement: BTEC IT components covered are linked to the IT schemes of work to further improve their skills and understanding of Digital Studies in preparation for completion of two practical components (1 & 2) and the final examination component (3) in Year 11.

Intention Overview:

Curriculum Knowledge

The BTEC IT Certificate (Year 10 -11) consists of 3 components:

Component 1: Exploring User Interface Design Principles and Project Planning Techniques

A: Investigate user interface design for individuals and organisations

B: Use project planning techniques to plan and design a user interface

C: Develop and review a user interface

Component 2: Collecting, Presenting and Interpreting Data

A: Investigate the role and impact of using data on individuals and organisations

B: Create a dashboard using data manipulation tools

C: Draw conclusions and review data presentation methods

Component 3: Exam

A: Modern technologies and their impact on organisations

B: Threats to digital systems and how an organisation can manage them

C: Responsible, legal and ethical use of data

D: Planning and communication in digital systems

Essential Skills to Develop

Subject Specific Skills

- How to meet an audience's needs
- Design and create a user interface
- Project planning (e.g. Gantt charts, Mood Boards, etc)
- Developing, refining and testing a product
- Using data and information
- Modeling
- Data processing
- Spreadsheet skills
- Creating a dashboard
- Drawing conclusions from data and making recommendations
- Cyber-security
- Creating and using forms of notation, such as data flow diagrams.

Supportive Learning Skills and Attributes

- Research skills
- Literacy/writing skills
- Planning and time management
- Design
- Analysis
- Evaluation
- Collaborative working and technologies
- Legal aspects - Computer Misuse, Data Protection, Copyright, etc - links to online safety here

Cultural Capital (opportunities and experiences)

The Award gives learners the opportunity to develop sector-specific knowledge and skills in a practical learning environment. The main focus is on four areas of equal importance, which cover the:

- development of key skills that prove your aptitude in digital information technology, such as project planning, designing and creating user interfaces, creating dashboards to present and interpret data
- process that underpins effective ways of working in digital information technology, such as project planning, the iterative design process, cyber security, virtual teams, legal and ethical codes of conduct
- attitudes that are considered most important in digital information technology, including personal management and communication
- knowledge that underpins effective use of skills, process and attitudes in the sector such as how different user interfaces meet user needs, how organisations collect and use data to make decisions, virtual workplaces, cyber security and legal and ethical issues.

This Award complements the learning in GCSE programmes such as GCSE in Computer Science by broadening

experience and skills participation in different type of performance activities with the opportunity to practically apply your knowledge and skills, through project work such as developing ideas and performing for specific audiences.

Implementation:

- Scheme of learning in place and shared with whole team - regularly updated to reflect changes
- Resources are shared via Google Shared Drive
- Students work in the Google classroom for coursework so work can be completed remotely (Covid) and in school this is printed out regularly (backed up)
- Exercise books for the exam unit to keep this work separate.
- Knowledge organisers
- Learning journeys
- Key words sheets
- Knowitallninja website used for homework to support Component 3 (exam unit)
- Model answers for exam questions
- WAGOLs for coursework
- All lessons shared to Google Classroom for revision purposes and also in the event of absence.

Measuring Impact:

- Regular marking of exam questions for Component 3 (Y11 students)
- Use of assessments at the end of learning aims
- Personalised feedback and also model answers given for whole class feedback
- PLCs after PPEs and large assessments
- Coursework tracker for teachers to use to model and predict, as well as to check progress
- SPS sessions

Key Stage 5 - Intention Statement:

ICT no longer offered at KS5