

# Long Term Plan Year 10 ECDL Level 1

British Computer Society



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
Y1 HT1	<p>Presentat ion Software (K/502/46 21)</p> <p>Input and combine text and other informati on within presentati on slides</p>	<p>Identify what types of information are required for the presentation</p> <p>Select and use different slide layouts as appropriate for different types of information</p> <p>Enter information into presentation slides so that it is ready for editing and formatting</p> <p>Store and retrieve presentation files effectively, in line with local guidelines and conventions where available</p>	<p>Correct understanding and use of command words</p> <p>Understanding and application of the assessment objectives</p> <p>Understanding and application of the markscheme</p> <p>Literacy</p> <p>Communication</p> <p>Self management</p> <p>Non-routine problem solving – expert thinking, metacognition, creativity</p> <p>Systems thinking – decision making and reasoning</p> <p>Critical thinking – analysing, synthesising and reasoning skills</p> <p>Evaluation</p> <p>Justification</p>	<p>“Informat ion Technol ogy and the Web as I envisage it, we have not seen it yet. The future is still so much bigger than the past.”</p> <p>Sir Tim Berners Lee – English compute r scientist and inventor of the World Wide Web.</p>	<p>Students will regularly believe that all the software tools will be the same and work the same in all of the three modules.</p> <p>This is not however the case and subtle differences exist within similar named tools as well as tool ribbons and menus being different in the PowerPoin t, Excel and Word software.</p>	<p>The level 1 ECDL course links directly from the skills learned during the KS3 course.</p> <p>The course uses the same software: PowerPoint, Excel and Word that have been used during topics in year 7, year 8 and year 9.</p> <p>The skills needed are at a more advanced level but the level 1 course skills will have been learned and will be a good starting point for the level 1 ECDL course.</p>	<p>The skills and qualifications learned from the ECDL modules will allow students to progress to further ECDL courses and also to other IT and Computing courses as they will have learned the skills to use the necessary software in those courses. The software is industry standard.</p> <p>The skills learned from the ECDL modules will allow students to progress into work roles and be computer and software literate. This will allow</p>	<p>The higher attaining students will progress onto the higher level modules to extend their knowledge and skills.</p> <p>The modules available will be advanced PowerPoint , Excel and Word.</p> <p>Exams will be available for the higher attainers to undertake and will allow them to progress further in their chosen field of study or work in the future.</p>	<p>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.</p> <p>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.</p> <p>Rule of Law is taught through lesson themes as well with school rules also being adhered to and considered at all times.</p> <p>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.</p> <p>Mutual respect for tolerance of those with different faiths and beliefs, and for those without faith is important</p> <p>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.</p>	<p>We encourage students to read newspapers and technology information</p> <p>We encourage students to watch the news</p> <p>Current technology affairs are incorporated into lessons</p> <p>When talking about technology, links are made to how students will use it in the future</p> <p>Make links to 'real life'</p>	<p>The skills learned from the ECDL modules will allow students to progress into work roles and be computer and software literate.</p> <p>This will allow them to enter most fields of work at a competent level as the software is industry standard and recognised and used the world over.</p> <p>Specialist careers in IT will include:</p> <p>Software Developer</p> <p>Systems Analyst</p> <p>Business Analyst</p> <p>IT Support Analyst</p>

							them to enter most fields of work at a competent level.		Ensuring that the students achieve as much as they can and are able to leave the academy as well rounded individuals that can face whatever challenges they find in the "outside world" of work, college or university.		Network Engineer Network Engineer IT Consultant Technical Sales Rep Project Manager
Y1 HT2	<p>Presentat ion Software (K/502/46 21)</p> <p>Use presentati on software tools to structure, edit and format slides</p> <p>Prepare slides for presentati on to meet needs</p>	<p>Select and use an appropriate template to structure slide</p> <p>Select and use appropriate techniques to edit slides</p> <p>Identify what slide structure to use</p> <p>Select and use appropriate techniques to format slides</p> <p>Identify how to present slides to meet needs and communicate effectively</p> <p>Prepare slides for presentation</p> <p>Check presentation meets needs, using IT tools and making corrections as</p>	<p>Correct understanding and use of command words</p> <p>Understanding and application of the assessment objectives</p> <p>Understanding and application of the markscheme</p> <p>Literacy</p> <p>Communication</p> <p>Self management</p> <p>Non-routine problem solving – expert thinking, metacognition, creativity</p> <p>Systems thinking – decision making and reasoning</p> <p>Critical thinking – analysing, synthesising and reasoning skills</p> <p>Evaluation</p> <p>Justification</p>	<p>“Informat ion Technolog y and the Web as I envisage it, we have not seen it yet. The future is still so much bigger than the past.”</p> <p>Sir Tim Berners Lee – English compute r scientist and inventor of the World Wide Web.</p>	<p>Students will regularly believe that all the software tools will be the same and work the same in all of the three modules.</p> <p>This is not however the case and subtle differences exist within similar named tools as well as tool ribbons and menus being different in the PowerPoin t, Excel and Word software.</p>	<p>The level 1ECDL course links directly from the skills learned during the KS3 course.</p> <p>The course uses the same software: PowerPoint, Excel and Word that have been used during topics in year 7, year 8 and year 9.</p> <p>The skills needed are at a more advanced level but the level 1 course skills will have been learned and will be a good starting point for the level 1 ECDL course.</p>	<p>The skills and qualifications learned from the ECDL modules will allow students to progress to further ECDL courses and also to other IT and Computing courses as they will have learned the skills to use the necessary software in those courses. The software is industry standard.</p> <p>The skills learned from the ECDL modules will allow students to progress into work roles and be computer and software literate. This will allow them to enter</p>	<p>The higher attaining students will progress onto the higher level modules to extend their knowledge and skills.</p> <p>The modules available will be advanced PowerPoint , Excel and Word.</p> <p>Exams will be available for the higher attainers to undertake and will allow them to progress further in their chosen field of study or work in the future.</p>	<p>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.</p> <p>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.</p> <p>Rule of Law is taught through lesson themes as well with school rules also being adhered to and considered at all times.</p> <p>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.</p> <p>Mutual respect for tolerance of those with different faiths and beliefs, and for those without faith is important</p> <p>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.</p>	<p>We encourage students to read newspapers and technology information</p> <p>We encourage students to watch the news</p> <p>Current technology affairs are incorporated into lessons</p> <p>When talking about technology, links are made to how students will use it in the future</p> <p>Make links to 'real life'</p>	<p>The skills learned from the ECDL modules will allow students to progress into work roles and be computer and software literate.</p> <p>This will allow them to enter most fields of work at a competent level as the software is industry standard and recognised and used the world over.</p> <p>Specialist careers in IT will include:</p> <p>Software Developer</p> <p>Systems Analyst</p> <p>Business Analyst</p> <p>IT Support Analyst</p> <p>Network</p>

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Y1 HT3	Spreadsheet Software (A/502/4624)  Use a spreadsheet to enter, edit and organise numerical and other data	Identify what numerical and other information is needed and how the spreadsheet should be structured to meet needs  Enter and edit numerical and other data accurately  Store and retrieve spreadsheet files effectively, in line with local guidelines and conventions where available	Correct understanding and use of command words  Understanding and application of the assessment objectives  Understanding and application of the markscheme  Application of understanding to business issues  Literacy  Communication  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	“Information Technology and the Web as I envisage it, we have not seen it yet. The future is still so much bigger than the past.”  Sir Tim Berners Lee – English computer scientist and inventor of the World Wide Web.	Students will regularly believe that all the software tools will be the same and work the same in all of the three modules.  This is not however the case and subtle differences exist within similar named tools as well as tool ribbons and menus being different in the PowerPoint, Excel and Word software.	The level 1ECDL course links directly from the skills learned during the KS3 course.  The course uses the same software: PowerPoint, Excel and Word that have been used during topics in year 7, year 8 and year 9.  The skills needed are at a more advanced level but the level 1 course skills will have been learned and will be a good starting point for the level 1 ECDL course.	The skills and qualifications learned from the ECDL modules will allow students to progress to further ECDL courses and also to other IT and Computing courses as they will have learned the skills to use the necessary software in those courses. The software is industry standard.  The skills learned from the ECDL modules will allow students to progress into work roles and be computer and software literate. This will allow them to enter most fields of	The higher attaining students will progress onto the higher level modules to extend their knowledge and skills.  The modules available will be advanced PowerPoint, Excel and Word.  Exams will be available for the higher attainers to undertake and will allow them to progress further in their chosen field of study or work in the future.	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 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  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.  Ensuring that the students achieve	We encourage students to read newspapers and technology information  We encourage students to watch the news  Current technology affairs are incorporated into lessons  When talking about technology, links are made to how students will use it in the future  Make links to ‘real life’	The skills learned from the ECDL modules will allow students to progress into work roles and be computer and software literate.  This will allow them to enter most fields of work at a competent level as the software is industry standard and recognised and used the world over.  Specialist careers in IT will include:  Software Developer  Systems Analyst  Business Analyst  IT Support Analyst  Network Engineer

							work at a competent level.		as much as they can and are able to leave the academy as well rounded individuals that can face whatever challenges they find in the "outside world" of work, college or university.		Network Engineer IT Consultant Technical Sales Rep Project Manager
Y1 HT4	<p>Spreadsheet Software (A/502/4624)</p> <p>Use appropriate formulas and tools to summarise and display spreadsheet information</p> <p>Select and use appropriate tools and techniques to present spreadsheet information effectively</p>	<p>Identify how to summarise and display the required information</p> <p>Use functions and formulas to meet calculation requirements</p> <p>Use spreadsheet tools and techniques to summarise and display information</p> <p>Select and use appropriate tools and techniques to format spreadsheet cells, rows and columns</p> <p>Identify which chart or graph type to use to display information</p> <p>Select and use</p>	<p>Correct understanding and use of command words</p> <p>Understanding and application of the assessment objectives</p> <p>Understanding and application of the markscheme</p> <p>Application of understanding to business issues</p> <p>Application of quantitative skills</p> <p>Interpretation and use of information from graphs and charts</p> <p>Literacy</p> <p>Communication</p> <p>Self management</p> <p>Non-routine problem solving – expert thinking, metacognition, creativity</p> <p>Systems thinking – decision making and reasoning</p> <p>Critical thinking – analysing, synthesising and reasoning skills</p> <p>Evaluation</p> <p>Justification</p>	<p>"Information Technology and the Web as I envisage it, we have not seen it yet. The future is still so much bigger than the past."</p> <p>Sir Tim Berners Lee – English computer scientist and inventor of the World Wide Web.</p>	<p>Students will regularly believe that all the software tools will be the same and work the same in all of the three modules.</p> <p>This is not however the case and subtle differences exist within similar named tools as well as tool ribbons and menus being different in the PowerPoint, Excel and Word software.</p>	<p>The level 1ECDL course links directly from the skills learned during the KS3 course.</p> <p>The course uses the same software: PowerPoint, Excel and Word that have been used during topics in year 7, year 8 and year 9.</p> <p>The skills needed are at a more advanced level but the level 1 course skills will have been learned and will be a good starting point for the level 1 ECDL course.</p>	<p>The skills and qualifications learned from the ECDL modules will allow students to progress to further ECDL courses and also to other IT and Computing courses as they will have learned the skills to use the necessary software in those courses. 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		<p>appropriate tools and techniques to generate, develop and format charts and graphs</p> <p>Check information meets needs, using spreadsheet tools and making corrections as necessary, which chart or graph type to use to display information</p>					competent level.		leave the academy as well rounded individuals that can face whatever challenges they find in the "outside world" of work, college or university.		<p>Network Engineer</p> <p>IT Consultant</p> <p>Technical Sales Rep</p> <p>Project Manager</p>
Y1 HT5	<p>Word Processing Software (L/502/4627)</p> <p>Enter, edit and combine text and other information accurately within word processing document</p>	<p>Identify what types of information are needed in documents</p> <p>Identify what templates are available and when to use them</p> <p>Use keyboard or other input method to enter or insert text and other information</p> <p>Combine information of different types or from different sources into a document</p> <p>Enter information into existing tables, forms and templates</p> <p>Use editing tools to amend document content</p>	<p>Correct understanding and use of command words</p> <p>Understanding and application of the assessment objectives</p> <p>Understanding and application of the markscheme</p> <p>Application of understanding to business issues</p> <p>Self management</p> <p>Non-routine problem solving – expert thinking, metacognition, creativity</p> <p>Systems thinking – decision making and reasoning</p> <p>Critical thinking – analysing, synthesising and reasoning skills</p> <p>Evaluation</p> <p>Justification</p>	<p>"Information Technology and the Web as I envisage it, we have not seen it yet. The future is still so much bigger than the past."</p> <p>Sir Tim Berners Lee – English computer scientist and inventor of the World Wide Web.</p>	<p>Students will regularly believe that all the software tools will be the same and work the same in all of the three modules.</p> <p>This is not however the case and subtle differences exist within similar named tools as well as tool ribbons and menus being different in the PowerPoint, Excel and Word software.</p>	<p>The level 1ECDL course links directly from the skills learned during the KS3 course.</p> <p>The course uses the same software: PowerPoint, Excel and Word that have been used during topics in year 7, year 8 and year 9.</p> <p>The skills needed are at a more advanced level but the level 1 course skills will have been learned and will be a good starting point for the level 1 ECDL course.</p>	<p>The skills and qualifications learned from the ECDL modules will allow students to progress to further ECDL courses and also to other IT and Computing courses as they will have learned the skills to use the necessary software in those courses. The software is industry standard.</p> <p>The skills learned from the ECDL modules will allow students to progress into work roles and be</p>	<p>The higher attaining students will progress onto the higher level modules to extend their knowledge and skills.</p> <p>The modules available will be advanced PowerPoint, Excel and Word.</p> <p>Exams will be available for the higher attainers to undertake and will allow them to progress further in their chosen field of study or work in the future.</p>	<p>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.</p> <p>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.</p> <p>Rule of Law is taught through lesson themes as well with school rules also being adhered to and considered at all times.</p> <p>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.</p> <p>Mutual respect for tolerance of those with different faiths and beliefs, and for those without faith is important</p> <p>Resilience is taught through the lessons when students are pushed</p>	<p>We encourage students to read newspapers and technology information</p> <p>We encourage students to watch the news</p> <p>Current technology affairs are incorporated into lessons</p> <p>When talking about technology, links are made to how students will use it in the future</p> <p>Make links to 'real life'</p>	<p>The skills learned from the ECDL modules will allow students to progress into work roles and be computer and software literate.</p> <p>This will allow them to enter most fields of work at a competent level as the software is industry standard and recognised and used the world over.</p> <p>Specialist careers in IT will include:</p> <p>Software Developer</p> <p>Systems Analyst</p> <p>Business Analyst</p>

		Store and retrieve document files effectively, in line with local guidelines and conventions where available					computer and software literate. This will allow them to enter most fields of work at a competent level.		to achieve their best, moving out of their perceived limits at times and getting the deserved rewards as a result.  Ensuring that the students achieve as much as they can and are able to leave the academy as well rounded individuals that can face whatever challenges they find in the "outside world" of work, college or university.		IT Support Analyst  Network Engineer  Network Engineer  IT Consultant  Technical Sales Rep  Project Manager
Y1 HT6	Word Processing Software (L/502/4627)  Structure information within word processing documents  Use word processing software tools to format and present documents	Create and modify tables to organise tabular or numeric information  Select and apply heading styles to text  Identify what formatting to use to enhance presentation of the document  Select and use appropriate techniques to format characters and paragraphs  Select and use appropriate page layout to present and print documents	Correct understanding and use of command words  Understanding and application of the assessment objectives  Understanding and application of the markscheme  Application of understanding to business issues  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	"Information Technology and the Web as I envisage it, we have not seen it yet. The future is still so much bigger than the past."  Sir Tim Berners Lee – English computer scientist and inventor of the World Wide Web.	Students will regularly believe that all the software tools will be the same and work the same in all of the three modules.  This is not however the case and subtle differences exist within similar named tools as well as tool ribbons and menus being different in the PowerPoint, Excel and Word software.	The level 1ECDL course links directly from the skills learned during the KS3 course.  The course uses the same software: PowerPoint, Excel and Word that have been used during topics in year 7, year 8 and year 9.  The skills needed are at a more advanced level but the level 1 course skills will have been learned and will be a good starting point for the level 1 ECDL course.	The skills and qualifications learned from the ECDL modules will allow students to progress to further ECDL courses and also to other IT and Computing courses as they will have learned the skills to use the necessary software in those courses. The software is industry standard.  The skills learned from the ECDL modules will allow students to progress into work roles and be computer		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 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  Resilience is taught through the lessons when students are pushed to achieve their best, moving out of	We encourage students to read newspapers and technology information  We encourage students to watch the news  Current technology affairs are incorporated into lessons  When talking about technology, links are made to how students will use it in the future  Make links to 'real life'	The skills learned from the ECDL modules will allow students to progress into work roles and be computer and software literate.  This will allow them to enter most fields of work at a competent level as the software is industry standard and recognised and used the world over.  Specialist careers in IT will include:  Software Developer  Systems Analyst  Business Analyst

		Check documents meet needs, using IT tools and making corrections as necessary					and software literate. This will allow them to enter most fields of work at a competent level.		their perceived limits at times and getting the deserved rewards as a result.  Ensuring that the students achieve as much as they can and are able to leave the academy as well rounded individuals that can face whatever challenges they find in the "outside world" of work, college or university.		IT Support Analyst  Network Engineer  Network Engineer  IT Consultant  Technical Sales Rep  Project Manager
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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.

# Long Term Plan Year 11 ECDL Level 2

## British Computer Society

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
Y2 HT1	<p>Presentat ion Software (M/502/4 622)</p> <p>Input and combine text and other informati on within presentati on slides</p>	<p>Identify what types of information are required for the presentation</p> <p>Enter text and other information using layouts appropriate to type of information</p> <p>Insert charts and tables into presentation slides</p> <p>Insert images, video or sound to enhance the presentation</p> <p>Identify any constraints</p>	<p>Correct understanding and use of command words</p> <p>Understanding and application of the assessment objectives</p> <p>Understanding and application of the markscheme</p> <p>Literacy</p>	<p>"Informatio n Technolog y and the Web as I envisage it, we have not seen it yet. The future is still so much bigger than the past."</p> <p>Sir Tim</p>	<p>Students will regularly believe that all the software tools will be the same and work the same in all of the three modules.</p>	<p>The level 2 ECDL course links directly from the level 1 course.</p> <p>The course uses the same software: PowerPoint, Excel and Word.</p> <p>The skills needed are</p>	<p>The skills and qualifications learned from the ECDL modules will allow students to progress to further ECDL courses and also to other IT and Computing courses as they will have learned</p>	<p>The higher attaining students will progress onto the higher level modules to extend their knowledge and skills.</p> <p>The modules available will be advanced PowerPoint, Excel and Word.</p>	<p>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.</p> <p>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.</p> <p>Rule of Law is taught through lesson themes as well with school rules also</p>	<p>We encourage students to read newspapers and technology information</p> <p>We encourage students to watch the news</p> <p>Current technology affairs are</p>	<p>The skills learned from the ECDL modules will allow students to progress into work roles and be computer and software literate.</p> <p>This will allow them to enter most fields of work at a competent level as the software is industry</p>



		<p>which may affect the presentation</p> <p>Organise and combine information of different forms or from different sources for presentations</p> <p>Store and retrieve presentation files effectively, in line with local guidelines and conventions where available</p>	<p>Communication</p> <p>Self management</p> <p>Non-routine problem solving – expert thinking, metacognition, creativity</p> <p>Systems thinking – decision making and reasoning</p> <p>Critical thinking – analysing, synthesising and reasoning skills</p> <p>Evaluation</p> <p>Justification</p>	<p>Berners Lee – English computer scientist and inventor of the World Wide Web.</p>	<p>This is not however the case and subtle differences exist within similar named tools as well as tool ribbons and menus being different in the PowerPoint, Excel and Word software.</p>	<p>at a more advanced level but the level 1 course skills that have been learned will be a good starting point for the level 2 course.</p>	<p>the skills to use the necessary software in those courses. The software is industry standard.</p> <p>The skills learned from the ECDL modules will allow students to progress into work roles and be computer and software literate. This will allow them to enter most fields of work at a competent level.</p>	<p>Exams will be available for the higher attainers to undertake and will allow them to progress further in their chosen field of study or work in the future.</p>	<p>being adhered to and considered at all times.</p> <p>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.</p> <p>Mutual respect for tolerance of those with different faiths and beliefs, and for those without faith is important</p> <p>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.</p> <p>Ensuring that the students achieve as much as they can and are able to leave the academy as well rounded individuals that can face whatever challenges they find in the “outside world” of work, college or university.</p>	<p>incorporated into lessons</p> <p>When talking about technology, links are made to how students will use it in the future</p> <p>Make links to ‘real life’</p>	<p>standard and recognised and used the world over.</p> <p>Specialist careers in IT will include:</p> <p>Software Developer</p> <p>Systems Analyst</p> <p>Business Analyst</p> <p>IT Support Analyst</p> <p>Network Engineer</p> <p>Network Engineer</p> <p>IT Consultant</p> <p>Technical Sales Rep</p> <p>Project Manager</p>
Y2 HT2	<p>Presentation Software (M/502/4622)</p> <p>Use presentation software tools to structure, edit and format slide sequences</p>	<p>Identify what slide structure and themes to use</p> <p>Select, change and use appropriate templates for slides</p> <p>Select and use appropriate techniques to format slides and presentations</p> <p>Identify what presentation effects to use to enhance the presentation</p> <p>Select and use appropriate techniques to edit slides and presentations to meet needs</p>	<p>Correct understanding and use of command words</p> <p>Understanding and application of the assessment objectives</p> <p>Understanding and application of the markscheme</p> <p>Literacy</p> <p>Communication</p> <p>Self management</p>	<p>“Information Technology and the Web as I envisage it, we have not seen it yet. The future is still so much bigger than the past.”</p> <p>Sir Tim Berners Lee – English computer scientist and</p>	<p>Students will regularly believe that all the software tools will be the same and work the same in all of the three modules.</p> <p>This is not however the case and subtle</p>	<p>The level 2 ECDL course links directly from the level 1 course.</p> <p>The course uses the same software: PowerPoint, Excel and Word.</p> <p>The skills needed are at a more advanced level but the level 1 course skills that have</p>	<p>The skills and qualifications learned from the ECDL modules will allow students to progress to further ECDL courses and also to other IT and Computing courses as they will have learned the skills to use the necessary software in those courses. The</p>	<p>The higher attaining students will progress onto the higher level modules to extend their knowledge and skills.</p> <p>The modules available will be advanced PowerPoint, Excel and Word.</p> <p>Exams will be available for the higher attainers to</p>	<p>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.</p> <p>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.</p> <p>Rule of Law is taught through lesson themes as well with school rules also being adhered to and considered at all times.</p> <p>Individual Liberty – It is important to have students understand their freedoms as well as knowing how</p>	<p>We encourage students to read newspapers and technology information</p> <p>We encourage students to watch the news</p> <p>Current technology affairs are incorporated into lessons</p> <p>When talking about technology,</p>	<p>The skills learned from the ECDL modules will allow students to progress into work roles and be computer and software literate.</p> <p>This will allow them to enter most fields of work at a competent level as the software is industry standard and recognised and used the world over.</p> <p>Specialist</p>

		<p>Select and use animation and transition effects appropriately to enhance slide sequences</p> <p>Describe how to present slides to meet needs and communicate effectively</p> <p>Prepare slideshow for presentation</p> <p>Check presentation meets needs, using IT tools and making corrections as necessary</p> <p>Identify and respond to any quality problems with presentations to ensure that presentations meet needs</p>	<p>Non-routine problem solving – expert thinking, metacognition, creativity</p> <p>Systems thinking – decision making and reasoning</p> <p>Critical thinking – analysing, synthesising and reasoning skills</p> <p>Evaluation</p> <p>Justification</p>	inventor of the World Wide Web.	<p>differences exist within similar named tools as well as tool ribbons and menus being different in the PowerPoint, Excel and Word software.</p>	<p>been learned will be a good starting point for the level 2 course.</p>	<p>software is industry standard.</p> <p>The skills learned from the ECDL modules will allow students to progress into work roles and be computer and software literate. This will allow them to enter most fields of work at a competent level.</p>	<p>undertake and will allow them to progress further in their chosen field of study or work in the future.</p>	<p>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.</p> <p>Mutual respect for tolerance of those with different faiths and beliefs, and for those without faith is important</p> <p>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.</p> <p>Ensuring that the students achieve as much as they can and are able to leave the academy as well rounded individuals that can face whatever challenges they find in the "outside world" of work, college or university.</p>	<p>links are made to how students will use it in the future</p> <p>Make links to 'real life'</p>	<p>careers in IT will include:</p> <p>Software Developer</p> <p>Systems Analyst</p> <p>Business Analyst</p> <p>IT Support Analyst</p> <p>Network Engineer</p> <p>Network Engineer</p> <p>IT Consultant</p> <p>Technical Sales Rep</p> <p>Project Manager</p>
Y2 HT3	<p>Spreadsheet Software F/502/46 25</p> <p>Use a spreadsheet to enter, edit and organise numerical and other data</p>	<p>Identify what numerical and other information is needed in the spreadsheet and how it should be structured</p> <p>Enter and edit numerical and other data accurately</p> <p>Combine and link data across worksheets</p> <p>Store and retrieve spreadsheet files effectively, in line with local guidelines and conventions where available</p> <p>Identify which tools and techniques to use to analyse and manipulate data to meet requirements</p> <p>Select and use a range of appropriate functions and formulas to meet calculation requirements</p>	<p>Correct understanding and use of command words</p> <p>Understanding and application of the assessment objectives</p> <p>Understanding and application of the markscheme</p> <p>Application of understanding to business issues</p> <p>Literacy</p> <p>Communication</p> <p>Self management</p> <p>Non-routine problem solving</p>	<p>"Information Technology and the Web as I envisage it, we have not seen it yet. The future is still so much bigger than the past."</p> <p>Sir Tim Berners Lee – English computer scientist and inventor of the World Wide Web.</p>	<p>Students will regularly believe that all the software tools will be the same and work the same in all of the three modules.</p> <p>This is not however the case and subtle differences exist within similar named tools as</p>	<p>The level 2 ECDL course links directly from the level 1 course.</p> <p>The course uses the same software: PowerPoint, Excel and Word.</p> <p>The skills needed are at a more advanced level but the level 1 course skills that have been learned will be a good starting point for the level 2 course.</p>	<p>The skills and qualifications learned from the ECDL modules will allow students to progress to further ECDL courses and also to other IT and Computing courses as they will have learned the skills to use the necessary software in those courses. The software is industry standard.</p> <p>The skills</p>	<p>The higher attaining students will progress onto the higher level modules to extend their knowledge and skills.</p> <p>The modules available will be advanced PowerPoint, Excel and Word.</p> <p>Exams will be available for the higher attainers to undertake and will allow them to progress further in their chosen</p>	<p>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.</p> <p>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.</p> <p>Rule of Law is taught through lesson themes as well with school rules also being adhered to and considered at all times.</p> <p>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.</p>	<p>We encourage students to read newspapers and technology information</p> <p>We encourage students to watch the news</p> <p>Current technology affairs are incorporated into lessons</p> <p>When talking about technology, links are made to how students will use it in the future</p>	<p>The skills learned from the ECDL modules will allow students to progress into work roles and be computer and software literate.</p> <p>This will allow them to enter most fields of work at a competent level as the software is industry standard and recognised and used the world over.</p> <p>Specialist careers in IT will include:</p> <p>Software Developer</p>

		<p>Use a range of tools and techniques to analyse and manipulate data to meet requirements</p> <p>Plan how to present and format spreadsheet information effectively to meet needs</p> <p>Select and use appropriate tools and techniques to format spreadsheet cells, rows, columns and worksheets</p> <p>Select and format appropriate chart or graph type to display selected information</p> <p>Select and use appropriate page layout to present and print spreadsheet information</p> <p>Check information meets needs, using spreadsheet tools and making corrections as necessary</p> <p>Describe how to find errors in spreadsheet formulas</p> <p>Respond appropriately to any problems with spreadsheets</p>	<p>– expert thinking, metacognition, creativity</p> <p>Systems thinking – decision making and reasoning</p> <p>Critical thinking – analysing, synthesising and reasoning skills</p> <p>Evaluation</p> <p>Justification</p>		<p>well as tool ribbons and menus being different in the PowerPoint, Excel and Word software.</p>		<p>learned from the ECDL modules will allow students to progress into work roles and be computer and software literate. This will allow them to enter most fields of work at a competent level.</p>	<p>field of study or work in the future.</p>	<p>Mutual respect for tolerance of those with different faiths and beliefs, and for those without faith is important</p> <p>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.</p> <p>Ensuring that the students achieve as much as they can and are able to leave the academy as well rounded individuals that can face whatever challenges they find in the “outside world” of work, college or university.</p>	<p>Make links to 'real life'</p>	<p>Systems Analyst</p> <p>Business Analyst</p> <p>IT Support Analyst</p> <p>Network Engineer</p> <p>Network Engineer</p> <p>IT Consultant</p> <p>Technical Sales Rep</p> <p>Project Manager</p>
Y2 HT4	<p>Spreadsheet Software F/502/46 25</p> <p>Select and use appropriate formulas and data analysis tools to meet</p>	<p>Identify what numerical and other information is needed in the spreadsheet and how it should be structured</p> <p>Enter and edit numerical and other data accurately</p> <p>Combine and link data across worksheets</p> <p>Store and retrieve spreadsheet files effectively, in line with local guidelines and</p>	<p>Correct understanding and use of command words</p> <p>Understanding and application of the assessment objectives</p> <p>Understanding and application of the markscheme</p>	<p>“Information Technology and the Web as I envisage it, we have not seen it yet. The future is still so much bigger than the past.”</p>	<p>Students will regularly believe that all the software tools will be the same and work the same in all of the three modules.</p>	<p>The level 2 ECDL course links directly from the level 1 course.</p> <p>The course uses the same software: PowerPoint, Excel and Word.</p> <p>The skills</p>	<p>The skills and qualifications learned from the ECDL modules will allow students to progress to further ECDL courses and also to other IT and Computing courses as they will</p>	<p>The higher attaining students will progress onto the higher level modules to extend their knowledge and skills.</p> <p>The modules available will be advanced PowerPoint, Excel and</p>	<p>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.</p> <p>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.</p> <p>Rule of Law is taught through lesson</p>	<p>We encourage students to read newspapers and technology information</p> <p>We encourage students to watch the news</p> <p>Current technology</p>	<p>The skills learned from the ECDL modules will allow students to progress into work roles and be computer and software literate.</p> <p>This will allow them to enter most fields of work at a competent level as the software</p>

	requirements	<p>conventions where available</p> <p>Identify which tools and techniques to use to analyse and manipulate data to meet requirements</p> <p>Select and use a range of appropriate functions and formulas to meet calculation requirements</p> <p>Use a range of tools and techniques to analyse and manipulate data to meet requirements</p> <p>Plan how to present and format spreadsheet information effectively to meet needs</p> <p>Select and use appropriate tools and techniques to format spreadsheet cells, rows, columns and worksheets</p> <p>Select and format appropriate chart or graph type to display selected information</p> <p>Select and use appropriate page layout to present and print spreadsheet information</p> <p>Check information meets needs, using spreadsheet tools and making corrections as necessary</p> <p>Describe how to find errors in spreadsheet formulas</p> <p>Respond appropriately to any problems with spreadsheets</p>	<p>Application of understanding to business issues</p> <p>Application of quantitative skills</p> <p>Interpretation and use of information from graphs and charts</p> <p>Literacy</p> <p>Communication</p> <p>Self management</p> <p>Non-routine problem solving – expert thinking, metacognition, creativity</p> <p>Systems thinking – decision making and reasoning</p> <p>Critical thinking – analysing, synthesising and reasoning skills</p> <p>Evaluation</p> <p>Justification</p>	Sir Tim Berners Lee – English computer scientist and inventor of the World Wide Web.	This is not however the case and subtle differences exist within similar named tools as well as tool ribbons and menus being different in the PowerPoint, Excel and Word software.	needed are at a more advanced level but the level 1 course skills that have been learned will be a good starting point for the level 2 course.	<p>have learned the skills to use the necessary software in those courses. The software is industry standard.</p> <p>The skills learned from the ECDL modules will allow students to progress into work roles and be computer and software literate. This will allow them to enter most fields of work at a competent level.</p>	<p>Word.</p> <p>Exams will be available for the higher attainers to undertake and will allow them to progress further in their chosen field of study or work in the future.</p>	<p>themes as well with school rules also being adhered to and considered at all times.</p> <p>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.</p> <p>Mutual respect for tolerance of those with different faiths and beliefs, and for those without faith is important</p> <p>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.</p> <p>Ensuring that the students achieve as much as they can and are able to leave the academy as well rounded individuals that can face whatever challenges they find in the “outside world” of work, college or university.</p>	<p>affairs are incorporated into lessons</p> <p>When talking about technology, links are made to how students will use it in the future</p> <p>Make links to ‘real life’</p>	<p>is industry standard and recognised and used the world over.</p> <p>Specialist careers in IT will include:</p> <p>Software Developer</p> <p>Systems Analyst</p> <p>Business Analyst</p> <p>IT Support Analyst</p> <p>Network Engineer</p> <p>Network Engineer</p> <p>IT Consultant</p> <p>Technical Sales Rep</p> <p>Project Manager</p>
Y2 HT5	Word Processing	Identify what types of information are needed in documents	Correct understanding and use of	“Information Technology	Students will regularly	The level 2 ECDL course links	The skills and qualifications	The higher attaining students will	From an environmental standpoint students are encouraged to understand the ways that computer	We encourage students to read	The skills learned from the ECDL modules

	<p>Software (R/502/46 28)</p> <p>Enter and combine text and other information accurately within word processing documents</p>	<p>Use appropriate techniques to enter text and other information accurately and efficiently</p> <p>Select and use appropriate templates for different purposes</p> <p>Identify when and how to combine and merge information from other software or other documents</p> <p>Select and use a range of editing tools to amend document content</p> <p>Combine or merge information within a document from a range of sources</p> <p>Store and retrieve document and template files effectively, in line with local guidelines and conventions where available</p>	<p>command words</p> <p>Understanding and application of the assessment objectives</p> <p>Understanding and application of the markscheme</p> <p>Application of understanding to business issues</p> <p>Self management</p> <p>Non-routine problem solving – expert thinking, metacognition, creativity</p> <p>Systems thinking – decision making and reasoning</p> <p>Critical thinking – analysing, synthesising and reasoning skills</p> <p>Evaluation</p> <p>Justification</p>	<p>y and the Web as I envisage it, we have not seen it yet. The future is still so much bigger than the past.”</p> <p>Sir Tim Berners Lee – English computer scientist and inventor of the World Wide Web.</p>	<p>believe that all the software tools will be the same and work the same in all of the three modules.</p> <p>This is not however the case and subtle differences exist within similar named tools as well as tool ribbons and menus being different in the PowerPoint, Excel and Word software.</p>	<p>directly from the level 1 course.</p> <p>The course uses the same software: PowerPoint, Excel and Word.</p> <p>The skills needed are at a more advanced level but the level 1 course skills that have been learned will be a good starting point for the level 2 course.</p>	<p>learned from the ECDL modules will allow students to progress to further ECDL courses and also to other IT and Computing courses as they will have learned the skills to use the necessary software in those courses. The software is industry standard.</p> <p>The skills learned from the ECDL modules will allow students to progress into work roles and be computer and software literate. This will allow them to enter most fields of work at a competent level.</p>	<p>progress onto the higher level modules to extend their knowledge and skills.</p> <p>The modules available will be advanced PowerPoint, Excel and Word.</p> <p>Exams will be available for the higher attainers to undertake and will allow them to progress further in their chosen field of study or work in the future.</p>	<p>systems and parts can be recycled, reused and have extended lives. The understanding of environmental impacts is taught through lesson themes.</p> <p>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.</p> <p>Rule of Law is taught through lesson themes as well with school rules also being adhered to and considered at all times.</p> <p>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.</p> <p>Mutual respect for tolerance of those with different faiths and beliefs, and for those without faith is important</p> <p>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.</p> <p>Ensuring that the students achieve as much as they can and are able to leave the academy as well rounded individuals that can face whatever challenges they find in the “outside world” of work, college or university.</p>	<p>newspapers and technology information</p> <p>We encourage students to watch the news</p> <p>Current technology affairs are incorporated into lessons</p> <p>When talking about technology, links are made to how students will use it in the future</p> <p>Make links to ‘real life’</p>	<p>will allow students to progress into work roles and be computer and software literate.</p> <p>This will allow them to enter most fields of work at a competent level as the software is industry standard and recognised and used the world over.</p> <p>Specialist careers in IT will include:</p> <p>Software Developer</p> <p>Systems Analyst</p> <p>Business Analyst</p> <p>IT Support Analyst</p> <p>Network Engineer</p> <p>Network Engineer</p> <p>IT Consultant</p> <p>Technical Sales Rep</p> <p>Project Manager</p>
Y2 HT6	<p>Word Processing Software (R/502/46 28)</p> <p>Create and</p>	<p>Identify the document requirements for structure and style</p> <p>Identify what templates and styles are available and when to use them</p> <p>Create and modify</p>	<p>Correct understanding and use of command words</p> <p>Understanding and application of the assessment</p>	<p>“Information Technology and the Web as I envisage it, we have not seen it yet. The</p>	<p>Students will regularly believe that all the software tools will be the</p>	<p>The level 2 ECDL course links directly from the level 1 course.</p> <p>The course uses the</p>	<p>The skills and qualifications learned from the ECDL modules will allow students to progress to</p>	<p>The higher attaining students will progress onto the higher level modules to extend their knowledge</p>	<p>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.</p>	<p>We encourage students to read newspapers and technology information</p> <p>We</p>	<p>The skills learned from the ECDL modules will allow students to progress into work roles and be computer and software literate.</p>

<p>modify layout and structures for word processing documents</p> <p>Use word processing software tools to format and present documents effectively to meet requirements</p>	<p>columns, tables and forms to organise information</p> <p>Select and apply styles to text</p> <p>Identify how the document should be formatted to aid meaning</p> <p>Select and use appropriate techniques to format characters and paragraphs</p> <p>Select and use appropriate page and section layouts to present and print documents</p> <p>Describe any quality problems with documents</p> <p>Check documents meet needs, using IT tools and making corrections as necessary</p> <p>Respond appropriately to quality problems with documents so that outcomes meet needs</p>	<p>objectives</p> <p>Understanding and application of the markscheme</p> <p>Application of understanding to business issues</p> <p>Self management</p> <p>Non-routine problem solving – expert thinking, metacognition, creativity</p> <p>Systems thinking – decision making and reasoning</p> <p>Critical thinking – analysing, synthesising and reasoning skills</p> <p>Evaluation</p> <p>Justification</p>	<p>future is still so much bigger than the past.”</p> <p>Sir Tim Berners Lee – English computer scientist and inventor of the World Wide Web.</p>	<p>same and work the same in all of the three modules.</p> <p>This is not however the case and subtle differences exist within similar named tools as well as tool ribbons and menus being different in the PowerPoint, Excel and Word software.</p>	<p>same software: PowerPoint, Excel and Word.</p> <p>The skills needed are at a more advanced level but the level 1 course skills that have been learned will be a good starting point for the level 2 course.</p>	<p>further ECDL courses and also to other IT and Computing courses as they will have learned the skills to use the necessary software in those courses. The software is industry standard.</p> <p>The skills learned from the ECDL modules will allow students to progress into work roles and be computer and software literate. This will allow them to enter most fields of work at a competent level.</p>	<p>and skills.</p> <p>The modules available will be advanced PowerPoint, Excel and Word.</p> <p>Exams will be available for the higher attainers to undertake and will allow them to progress further in their chosen field of study or work in the future.</p>	<p>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.</p> <p>Rule of Law is taught through lesson themes as well with school rules also being adhered to and considered at all times.</p> <p>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.</p> <p>Mutual respect for tolerance of those with different faiths and beliefs, and for those without faith is important</p> <p>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.</p> <p>Ensuring that the students achieve as much as they can and are able to leave the academy as well rounded individuals that can face whatever challenges they find in the “outside world” of work, college or university.</p>	<p>encourage students to watch the news</p> <p>Current technology affairs are incorporated into lessons</p> <p>When talking about technology, links are made to how students will use it in the future</p> <p>Make links to ‘real life’</p>	<p>This will allow them to enter most fields of work at a competent level as the software is industry standard and recognised and used the world over.</p> <p>Specialist careers in IT will include:</p> <p>Software Developer</p> <p>Systems Analyst</p> <p>Business Analyst</p> <p>IT Support Analyst</p> <p>Network Engineer</p> <p>Network Engineer</p> <p>IT Consultant</p> <p>Technical Sales Rep</p> <p>Project Manager</p>
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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.