

## Curriculum Sequencing Grid: (KS4 BTEC IT)

Year 10	Term 1	Term 2	Term 3
<b>Unit</b> (Tablet in 39 week plan)	<ul style="list-style-type: none"> <li>Component 2 LA A</li> </ul>	<ul style="list-style-type: none"> <li>Component 2 LA B and C</li> </ul>	<ul style="list-style-type: none"> <li>Component 1 LA A</li> </ul>
<b>Key Retainable Knowledge</b> (Required for Y11/13) <ul style="list-style-type: none"> <li>What... How.... Why....</li> </ul>	<ul style="list-style-type: none"> <li>Understand the characteristics of data</li> <li>Understand the characteristics of information</li> <li>Represent information</li> <li>Use validation methods</li> <li>Use verification methods</li> <li>Collect data using primary and secondary methods</li> <li>Understand the quality of information factors</li> <li>Compare different sectors</li> <li>Understand threats associated with data to individuals</li> </ul>	<ul style="list-style-type: none"> <li>Manipulate data through different methods.</li> <li>Shows summaries of data using data sets</li> <li>Appropriately present information</li> <li>Use appropriate presentation features</li> <li>Draw conclusions based on data, patterns, trends and anomalies</li> <li>Make recommendations based on data</li> <li>Understand data to ensure:               <ul style="list-style-type: none"> <li>- Information is not misinterpreted</li> <li>- Information is not biased</li> </ul> </li> <li>Inaccurate conclusions are not being made</li> </ul>	<ul style="list-style-type: none"> <li>Effectively create a user interface that meets requirements.</li> <li>Effectively use different design principles for a wide variety of user interactions</li> </ul>
<b>Key Technical Vocabulary</b> (To be modelled and deliberately practiced in context.)	<ul style="list-style-type: none"> <li>Characteristics of data</li> <li>Characteristics of information</li> <li>Representation of information</li> <li>Representation of data</li> <li>Validation methods</li> <li>Verification methods</li> <li>Reliability</li> <li>Validity</li> <li>Data collection methods</li> <li>Threats to individuals</li> </ul>	<ul style="list-style-type: none"> <li>Function</li> <li>Formulae</li> <li>Look-up functions</li> <li>Macros</li> <li>Data validation</li> <li>Conditional formatting</li> <li>Form controls</li> <li>Pivot tables</li> <li>Graphs</li> <li>formatting</li> </ul>	<ul style="list-style-type: none"> <li>User Interface(UI)</li> <li>Accessibility</li> <li>Text based</li> <li>Speech/natural language</li> <li>GUI/WIMPs</li> <li>Sensors</li> <li>Menu/forms</li> <li>Devices</li> <li>User requirements</li> <li>Operating System</li> <li>Emerging Technologies</li> </ul>

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		<ul style="list-style-type: none"> <li>• Trends</li> <li>• Patterns</li> <li>• Anomalies</li> <li>• Demand</li> <li>• Advertisements</li> <li>• Misinterpreted data</li> <li>• Biased data</li> </ul>	<ul style="list-style-type: none"> <li>• Skill</li> <li>• Demographics</li> <li>• Colour</li> <li>• Font</li> <li>• Language</li> <li>• Information</li> <li>• Layout</li> <li>• User Perception / Attention</li> <li>• Intuitive</li> <li>• Design</li> </ul>
<b>Opportunities for Reading</b>	<ul style="list-style-type: none"> <li>• BBC Bitesize</li> <li>• Teach ICT</li> <li>• Teach Computing</li> <li>• CAB Twitter feed</li> </ul>	<ul style="list-style-type: none"> <li>• BBC Bitesize</li> <li>• Teach ICT</li> <li>• Teach Computing</li> <li>• CAB Twitter feed</li> </ul>	<ul style="list-style-type: none"> <li>• BBC BITESIZE</li> <li>• TEACHICT</li> <li>• CAB Twitter</li> </ul>
<b>Developing Cultural Capital</b> (exposure to very best- essential knowledge and skills of educated citizens – appreciation of human creativity and achievement.)	<ul style="list-style-type: none"> <li>• Guests speakers</li> <li>• Hour of code</li> <li>• Bebras</li> <li>• NVGD</li> </ul>	<ul style="list-style-type: none"> <li>• Guests speakers</li> <li>• Hour of code</li> <li>• Bebras</li> <li>• NVGD</li> </ul>	<ul style="list-style-type: none"> <li>• Bebras</li> <li>• Hour Of Code</li> <li>• Guest Speakers</li> <li>• NVGD</li> </ul>
<b>Cross Curricular Links</b> (Authentic Connections)	<ul style="list-style-type: none"> <li>• Business Studies – Business related profit/loss spreadsheet</li> <li>• Maths – Basic number skills for spreadsheets</li> </ul>	<ul style="list-style-type: none"> <li>• Business Studies – Business related profit/loss spreadsheet</li> <li>• Maths – Basic number skills for spreadsheets</li> </ul>	<ul style="list-style-type: none"> <li>• Business Studies – Demographics</li> </ul>
<b>Key Assessment</b>	<p>Students must:</p> <ul style="list-style-type: none"> <li>• Create a written document or a presentation (with speaker notes), assessing how the data collection methods affect the quality of data and decision-making.</li> </ul>	<p>Students must:</p> <ul style="list-style-type: none"> <li>• Create a spreadsheet showing the imported dataset, the data manipulation methods used and a completed dashboard</li> <li>• Create a written document containing screenshots that show the</li> </ul>	<p>Students must:</p> <ul style="list-style-type: none"> <li>• Create an annotated document with screenshots</li> </ul>

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		<p>manipulation methods used and a completed dashboard</p> <ul style="list-style-type: none"><li>• Produce annotated screenshots of the completed dashboard and dataset, outlining the choice of presentation features and the data manipulation tools used</li><li>• Create a written document that shows the drawing of conclusions and recommendations made, and assessment of how the presentation of the dashboard influences its effectiveness</li></ul>	
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## Curriculum Sequencing Grid: (KS4 BTEC IT)

Year 11	Term 1	Term 2	Term 3
<b>Unit</b> (Tablet in 39 week plan)	Component 3 LA A and B Component 3 LA C and D	Component 1 LA B and C	
<b>Key Retainable Knowledge</b> (Required for Y11/13) <ul style="list-style-type: none"> <li>• What... How.... Why....</li> </ul>	<ul style="list-style-type: none"> <li>• Understand how and why modern technologies are used and implications for organisations and stakeholders.</li> <li>• Understand security policies in organisations.</li> <li>• Understand how threats and security breaches are minimised.</li> <li>• Understand the scope and purpose of legislation</li> <li>• Understand ethical considerations of technologies, data and information.</li> <li>• Learners should understand how individuals in the digital sector plan solutions and communicate meaning and intention.</li> </ul>	<ul style="list-style-type: none"> <li>• To create a project plan, including outlining the timescales, constraints and risks</li> <li>• Produce an initial design for a user interface.</li> <li>• Obtain feedback from potential users</li> <li>• Refine the user interface until it is complete</li> <li>• Evaluate the strengths and weaknesses of their user interface</li> <li>• Evaluate the strengths and weaknesses of their project plan.</li> </ul>	
<b>Key Technical Vocabulary</b> (To be modelled and deliberately practiced in context.)	<ul style="list-style-type: none"> <li>• Communication Technology</li> <li>• Cloud Storage/ Computing</li> <li>• Cloud Technology</li> <li>• Traditional Systems</li> <li>• Ad Hoc Network</li> <li>• Compatibility</li> <li>• Modern Teams</li> <li>• Multicultural</li> <li>• Collaboration</li> </ul>	<ul style="list-style-type: none"> <li>• Planning Tools</li> <li>• Methodologies</li> <li>• SMART</li> <li>• Audience</li> <li>• Purpose</li> <li>• Project Requirements</li> <li>• Timescales</li> <li>• Constraints</li> <li>• Risk</li> </ul>	

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	<ul style="list-style-type: none"> <li>• Communication</li> <li>• Infrastructure</li> <li>• Inclusivity / Accessibility</li> <li>• Cyber Security</li> <li>• Internal / External Threats</li> <li>• User Access</li> <li>• Data level protection</li> <li>• Hacking</li> <li>• Digital System</li> <li>• Shared Data</li> <li>• Location based data</li> <li>• Transactional data</li> <li>• Environmental issues</li> <li>• Equal Access</li> <li>• Net Neutrality</li> <li>• Acceptable use policy</li> <li>• Data Protection</li> <li>• Intellectual Property</li> <li>• Criminal Use</li> <li>• DFD Diagrams</li> <li>• Flowcharts</li> <li>• System Diagrams</li> <li>• Tables</li> <li>• Notations</li> <li>• Information Flow Diagram</li> <li>• Responsibilities</li> <li>• Parameters</li> <li>• Recovery Policy</li> </ul>	<ul style="list-style-type: none"> <li>• Design Specification</li> <li>• Inputs</li> <li>• Outputs</li> <li>• Navigation</li> <li>• Users</li> <li>• Feedback</li> <li>• Strengths</li> <li>• Weakness</li> </ul>	
<p><b>Opportunities for Reading</b></p>	<ul style="list-style-type: none"> <li>• BBC BITESIZE</li> <li>• TEACHICT</li> <li>• Twitter</li> </ul>	<ul style="list-style-type: none"> <li>• BBC BITESIZE</li> <li>• TEACHICT</li> <li>• CAB Twitter</li> </ul>	

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	<ul style="list-style-type: none"> <li>• BTEC Text Book</li> </ul>		
<b>Developing Cultural Capital</b> (exposure to very best- essential knowledge and skills of educated citizens – appreciation of human creativity and achievement.)	<ul style="list-style-type: none"> <li>• Bebras</li> <li>• Hour Of Code</li> <li>• Guest Speakers</li> </ul>	<ul style="list-style-type: none"> <li>• Bebras</li> <li>• Hour Of Code</li> <li>• Guest Speakers</li> <li>• NVGD</li> </ul>	
<b>Cross Curricular Links</b> (Authentic Connections)	<ul style="list-style-type: none"> <li>• Business – Modern Working Methods</li> <li>• English Language – Essay Writing Skills</li> </ul>	<ul style="list-style-type: none"> <li>• Business Studies – Project Management</li> <li>• Business Studies – Primary/ Secondary Data</li> <li>• English Language – Essay writing skills</li> </ul>	
<b>Key Assessment</b>	<ul style="list-style-type: none"> <li>• It is assessed through an external assessment that is set and marked by Pearson. Questions will require learners to apply knowledge and understanding to the given scenarios or context.</li> <li>• Examination in Term 2. Resit opportunity in Term 3.</li> </ul>	Students must: <ul style="list-style-type: none"> <li>• Create a project plan containing a combination project planning tools, e.g. task lists, written descriptions, Gantt charts, mind maps</li> <li>• Create a well-designed UI design.</li> <li>• Create a written document of detailing operation, strengths and weaknesses.</li> </ul>	