

Curriculum Sequencing Grid: (KS4 BTEC IT)

Year 9	Term 1	Term 2	Term 3
Unit (Tablet in 39 week plan)	Component 2 LA B	Component 2 LA C	Component 2 LA A
Key Retainable Knowledge (Required for Y11/13) <ul style="list-style-type: none"> What... How.... Why.... 	<ul style="list-style-type: none"> Manipulate data through different methods. Shows summaries of data using data sets Appropriately present information Use appropriate presentation features 	<ul style="list-style-type: none"> Draw conclusions based on data, patterns, trends and anomalies Make recommendations based on data Understand data to ensure: <ul style="list-style-type: none"> Information is not misinterpreted Information is not biased Inaccurate conclusions are not being made 	<ul style="list-style-type: none"> Understand the characteristics of data Understand the characteristics of information Represent information Use validation methods Use verification methods Collect data using primary and secondary methods Understand the quality of information factors Compare different sectors Understand threats associated with data to individuals
Key Technical Vocabulary (To be modelled and deliberately practiced in context.)	<ul style="list-style-type: none"> Function Formulae Look-up functions Macros Data validation Conditional formatting Form controls Pivot tables Graphs formatting 	<ul style="list-style-type: none"> Trends Patterns Anomalies Demand Advertisements Misinterpreted data Biased data 	<ul style="list-style-type: none"> Characteristics of data Characteristics of information Representation of information Representation of data Validation methods Verification methods Reliability Validity Data collection methods Threats to individuals
Opportunities for Reading	<ul style="list-style-type: none"> BBC Bitesize Teach ICT Teach Computing 	<ul style="list-style-type: none"> BBC Bitesize Teach ICT Teach Computing 	<ul style="list-style-type: none"> BBC Bitesize Teach ICT Teach Computing

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	<ul style="list-style-type: none"> • CAB Twitter feed 	<ul style="list-style-type: none"> • CAB Twitter feed 	<ul style="list-style-type: none"> • CAB Twitter feed
<p>Developing Cultural Capital (exposure to very best- essential knowledge and skills of educated citizens – appreciation of human creativity and achievement.)</p>	<ul style="list-style-type: none"> • Guests speakers • Hour of code • Bebras • NVGD 	<ul style="list-style-type: none"> • Guests speakers • Hour of code • Bebras • NVGD 	<ul style="list-style-type: none"> • Guests speakers • Hour of code • Bebras • NVGD
<p>Cross Curricular Links (Authentic Connections)</p>	<ul style="list-style-type: none"> • Business Studies – Business related profit/loss spreadsheet • Maths – Basic number skills for spreadsheets 	<ul style="list-style-type: none"> • Business Studies – Business related profit/loss spreadsheet • Maths – Basic number skills for spreadsheets 	<ul style="list-style-type: none"> • Business Studies – Business related profit/loss spreadsheet • Maths – Basic number skills for spreadsheets
<p>Key Assessment</p>	<p>Students must:</p> <ul style="list-style-type: none"> • Create a spreadsheet showing the imported dataset, the data manipulation methods used and a completed dashboard • Create a written document containing screenshots that show the manipulation methods used and a completed dashboard • Produce annotated screenshots of the completed dashboard and dataset, outlining the choice of presentation features and the data manipulation tools used 	<p>Students must:</p> <ul style="list-style-type: none"> • 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 	<p>Students must:</p> <ul style="list-style-type: none"> • Create a written document or a presentation (with speaker notes), assessing how the data collection methods affect the quality of data and decision-making.

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Year 10	• Term 1	• Term 2	• Term 3
Unit (Tablet in 39 week plan)	<ul style="list-style-type: none"> Component 1 LA A 	<ul style="list-style-type: none"> Component 1 LA B 	<ul style="list-style-type: none"> Component 1 LA C
<p>Key Retainable Knowledge (Required for Y11/13)</p> <ul style="list-style-type: none"> What... How.... Why.... 	<ul style="list-style-type: none"> Effectively create a user interface that meets requirements. Effectively use different design principles for a wide variety of user interactions 	<ul style="list-style-type: none"> To create a project plan, including outlining the timescales, constraints and risks Produce an initial design for a user interface. 	<ul style="list-style-type: none"> Obtain feedback from potential users Refine the user interface until it is complete Evaluate the strengths and weaknesses of their user interface Evaluate the strengths and weaknesses of their project plan.
<p>Key Technical Vocabulary (To be modelled and deliberately practiced in context.)</p>	<ul style="list-style-type: none"> User Interface(UI) Accessibility Text based Speech/natural language GUI/WIMPs Sensors Menu/forms Devices User requirements Operating System Emerging Technologies Skill Demographics Colour Font Language Information Layout User Perception / Attention Intuitive Design 	<ul style="list-style-type: none"> Planning Tools Methodologies SMART Audience Purpose Project Requirements Timescales Constraints Risk Design Specification 	<ul style="list-style-type: none"> Inputs Outputs Navigation Users Feedback Strengths Weakness

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Opportunities for Reading	<ul style="list-style-type: none"> • BBC BITESIZE • TEACHICT • CAB Twitter 	<ul style="list-style-type: none"> • BBC BITESIZE • TEACHICT • CAB Twitter 	<ul style="list-style-type: none"> • BBC BITESIZE • TEACHICT • CAB Twitter
Developing Cultural Capital (exposure to very best- essential knowledge and skills of educated citizens – appreciation of human creativity and achievement.)	<ul style="list-style-type: none"> • Bebras • Hour Of Code • Guest Speakers • NVGD 	<ul style="list-style-type: none"> • Bebras • Hour Of Code • Guest Speakers • NVGD 	<ul style="list-style-type: none"> • Bebras • Hour Of Code • Guest Speakers • NVGD
Cross Curricular Links (Authentic Connections)	<ul style="list-style-type: none"> • Business Studies – Demographics 	<ul style="list-style-type: none"> • Business Studies – Project Management 	<ul style="list-style-type: none"> • Business Studies – Primary/ Secondary Data • English Language – Essay writing skills
Key Assessment	Students must: <ul style="list-style-type: none"> • Create an annotated document with screenshots 	Students must: <ul style="list-style-type: none"> • Create a project plan containing a combination project planning tools, e.g. task lists, written descriptions, Gantt charts, mind maps 	Students must: <ul style="list-style-type: none"> • Create a well-designed UI design. • Create a written document of detailing operation, strengths and weaknesses.

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Year 11	Term 1	Term 2	Term 3
Unit (Tablet in 39 week plan)	Component 3 LA A	Component 3 LA B	Component 3 LA C and D
Key Retainable Knowledge (Required for Y11/13) <ul style="list-style-type: none"> What... How.... Why.... 	<ul style="list-style-type: none"> Understand how and why modern technologies are used and implications for organisations and stakeholders. 	<ul style="list-style-type: none"> Understand security policies in organisations. Understand how threats and security breaches are minimised. 	<ul style="list-style-type: none"> Understand the scope and purpose of legislation Understand ethical considerations of technologies, data and information. Learners should understand how individuals in the digital sector plan solutions and communicate meaning and intention.
Key Technical Vocabulary (To be modelled and deliberately practiced in context.)	<ul style="list-style-type: none"> Communication Technology Cloud Storage Cloud Computing Cloud Technology Traditional Systems Ad Hoc Network Compatibility Modern Teams Multicultural Collaboration Communications platform Infrastructure Inclusivity Accessibility 	<ul style="list-style-type: none"> Cyber Security Internal Threats External Threats Security User Access Data level protection Hacking Responsibilities Parameters Recovery Policy 	<ul style="list-style-type: none"> Digital System Data Environmental Equal Access Net Neutrality Acceptable use policy Data Protection Intellectual Property Criminal Use DFD Diagrams Flowcharts System Diagrams Tables Written Information Notations Information Flow Diagram
Opportunities for Reading	<ul style="list-style-type: none"> BBC BITESIZE TEACHICT Twitter 	<ul style="list-style-type: none"> BBC BITESIZE TEACHICT Twitter 	<ul style="list-style-type: none"> BBC BITESIZE TEACHICT Twitter

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	<ul style="list-style-type: none"> • BTEC Text Book 	<ul style="list-style-type: none"> • BTEC Text Book 	<ul style="list-style-type: none"> • BTEC Text Book
Developing Cultural Capital (exposure to very best- essential knowledge and skills of educated citizens – appreciation of human creativity and achievement.)	<ul style="list-style-type: none"> • Bebras • Hour Of Code • Guest Speakers 	<ul style="list-style-type: none"> • Bebras • Hour Of Code • Guest Speakers 	<ul style="list-style-type: none"> • Bebras • Hour Of Code • Guest Speakers
Cross Curricular Links (Authentic Connections)	<ul style="list-style-type: none"> • Business – Modern Working Methods • English Language – Essay Writing Skills 	<ul style="list-style-type: none"> • English Language – Essay Writing Skills 	<ul style="list-style-type: none"> • Business – Modern Working Methods • English Language – Essay Writing Skills
Key Assessment	<ul style="list-style-type: none"> • 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. • Examination in Term 2. Resit opportunity in Term 3. 	<ul style="list-style-type: none"> • 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. • Examination in Term 2. Resit opportunity in Term 3. 	<ul style="list-style-type: none"> • 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. • Examination in Term 2. Resit opportunity in Term 3.