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Year 8	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Curriculum Content	File Management/ Cyber Security	Edublocks	Spreadsheets	How a PC works	Media and Vector Graphics	Cryptography
Prior knowledge (from previous year/ key stage)	Recap and additional work leading on from E-safety lessons taught in Year 7	Next step in programming from the Scratch lessons from Ks2 and year 7.	Builds on the earlier Microsoft Office skills covered in year 7.	Continuing from the Using the Web.	Year 7 presentation skills making the Magazine covers.	Build on prior understanding of the use of different languages and codes.
Key skills	<p><b>Students will:</b></p> <p>Recall the basic skills required to use and store files appropriately on a computer.</p> <p>Engage with the Cyber security topic to learn about some of the danger areas when using the Internet and how to stay safe online. This will include spotting fake Emails, safety when in chat rooms and how to try and prevent viruses and other issues.</p>	<p><b>Students will:</b></p> <p>Be introduced to an intermediate level of programming which moves them on from the basics of Scratch and offers an insight into the coding of Python. It allows the students to use the familiar block coding but also shows the code in the format of the written code (Python).</p>	<p><b>Students will:</b></p> <p>Explore the basics of using Microsoft Excel.</p> <p>Understand the layout of the worksheets and the workbook before moving on to perform some basic calculations using the software.</p>	<p><b>Students will:</b></p> <p>Be introduced to the components that make up a Computer and be able to label these components.</p> <p>They will be introduced to the coding languages used by the computer to convert human language into that understood by the computer. This will introduce both Binary and Ascii to the students.</p>	<p><b>Students will:</b></p> <p>Understand how vector graphics are created and use these skills to design and develop images of their own.</p>	<p><b>Students will:</b></p> <p>Be introduced to a variety of different styles of writing including Hieroglyphics.</p> <p>Learn about the Enigma Machines that were used to crack the German codes in World War 2 and design their own coded messages.</p>
Assessment	<b>End of topic assessment and D.I.R.T to check understanding and progress</b>	<b>End of topic assessment and D.I.R.T to check understanding and progress</b>	<b>End of topic assessment and D.I.R.T to check understanding and progress</b>	<b>End of topic assessment and D.I.R.T to check understanding and progress</b>	<b>End of topic assessment and D.I.R.T to check understanding and progress</b>	<b>End of topic assessment and D.I.R.T to check understanding and progress</b>
How can you help?	<p><b>Encourage your child to:</b></p> <p><b>Ask about the Phishing and Malware. Talk about how they can support the older generations to be safe and not be caught out by spam emails. Practise their Keyboard skills and how to access Office 365 at home.</b></p>	<p><b>Encourage your child to:</b></p> <p><b>Discuss the coding and how it has moved on from scratch.</b></p> <p><b>Practise their Keyboard skills and how to access Office 365 at home.</b></p>	<p><b>Encourage your child to:</b></p> <p><b>Talk about the different components of the spreadsheet and ask about the formulas and functions they have learnt.</b></p> <p><b>Practise their Keyboard skills and how to access Office 365 at home.</b></p>	<p><b>Encourage your child to:</b></p> <p><b>Ask the students what they have learnt about the computer languages</b></p> <p><b>Practise their Keyboard skills and how to access Office 365 at home.</b></p>	<p><b>Encourage your child to:</b></p> <p><b>To discuss and explain the uses of the graphic products and how they are created.</b></p> <p><b>Practise their Keyboard skills and how to access Office 365 at home.</b></p>	<p><b>Encourage your child to:</b></p> <p><b>Discuss the different forms of coding and the machines and how they were used in the World War 2.</b></p> <p><b>Practise their Keyboard skills and how to access Office 365 at home.</b></p>



Year 10	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Curriculum Content</b>  <b>ICT</b>	<b>Component 01 - Exploring User Interface Design Principles</b>  <b>Skills for:</b> User interfaces Accessibility needs Skills levels and demographics Design principals	<b>Component 01 - Exploring User Interface Design Principles</b>  <b>Skills for:</b> User interfaces Accessibility needs Skills levels and demographics Design principals	<b>Component 01 - Exploring User Interface Design Principles</b>  <b>Skills for:</b> User interfaces Accessibility needs Skills levels and demographics Design principals		<b>Component 02 Collecting Presenting and Int data</b>  <b>Skills for:</b> Data Modelling Data and information Data collection methods Representing information Verification and validation Threats to individuals	<b>Component 02 Collecting Presenting and Int data</b>  <b>Skills for:</b> Data Modelling Data and information Data collection methods Representing information Verification and validation Threats to individuals
<b>Prior knowledge (from previous year/ key stage)</b>	KS3 –ICT skills for File management and document analysis	KS3 –ICT skills for File management and document analysis	KS3 –ICT skills for File management and document analysis	KS3 –ICT skills for File management and document analysis Live PSA	KS3 –ICT skills for File management and Spreadsheets	KS3 –ICT skills for File management and Spreadsheets
<b>Assessment objectives (specific skills and knowledge students are expected to demonstrate)</b>	<b>BTEC DIT Award Assessment Objectives:</b>  <b>Component 01 - Exploring User Interface Design Principles</b> <b>Task 1a – Project proposal</b> <b>Task 1b – Planning timescales</b> <b>Task 2 – Interface designs</b> <b>Task 3 – User interface prototype</b> <b>Task 4 – User interface review</b>					
<b>Key skills</b>						
<b>Assessment</b>	Know It all Ninja  Practice assignments  Exam style Questions	Know It all Ninja  Practice assignments  Exam style Questions	Know It all Ninja  Practice assignments  Exam style Questions		Know It all Ninja  Practice assignments  Exam style Questions	Know It all Ninja  Practice assignments  Exam style Questions
<b>How can you help?</b>	<b>Encourage your child to:</b>  <b>complete required topics on Know-it-all Ninja</b>	<b>Encourage your child to:</b>  <b>complete required topics on Know-it-all Ninja</b>	<b>Encourage your child to:</b>  <b>complete required topics on Know-it-all Ninja</b>	<b>Encourage your child to:</b>  <b>complete required topics on Know-it-all Ninja</b>	<b>Encourage your child to:</b>  <b>complete required topics on Know-it-all Ninja</b>  <b>Read through and complete tasks from revision guides</b>  <b>Make revision notes and cards</b>	<b>Encourage your child to:</b>  <b>complete required topics on Know-it-all Ninja</b>  <b>Read through and complete tasks from revision guides</b>  <b>Make revision notes and cards</b>

Year 11	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Curriculum Content</b>  <b>ICT</b>	<b>Component 02</b> <b>Collecting Presenting and Int data</b>  <b>Skills for:</b> Data Modelling Data and information Data collection methods Representing information Verification and validation Threats to individuals	<b>Component 02</b> <b>Collecting Presenting and Int data</b>  <b>Skills for:</b> Data Modelling Data and information Data collection methods Representing information Verification and validation Threats to individuals	<b>Component 3:</b> <b>Effective digital working Practices</b>  <b>Skills for:</b> Modern Technologies Cyber security Wider implications of Digital Systems Planning and communication	<b>Component 3:</b> <b>Effective digital working Practices</b>  <b>Skills for:</b> Modern Technologies Cyber security Wider implications of Digital Systems Planning and communication	<b>Component 3:</b> <b>Effective digital working Practices</b>  <b>Skills for:</b> Modern Technologies Cyber security Wider implications of Digital Systems Planning and communication	<b>Component 3: Effective digital working Practices</b>  <b>Skills for:</b> Modern Technologies Cyber security Wider implications of Digital Systems Planning and communication
<b>Prior knowledge (from previous year/ key stage)</b>	KS3 –ICT skills for File management and Spreadsheets.	KS3 –ICT skills for File management and Spreadsheets.	KS3 –ICT skills for File management, Cyber security, how a PC works and Digital Citizen.	KS3 –ICT skills for File management, Cyber security, how a PC works and Digital Citizen.	KS3 –ICT skills for File management, Cyber security, how a PC works and Digital Citizen.	KS3 –ICT skills for File management, Cyber security, how a PC works and Digital Citizen.
<b>Assessment objectives (specific skills and knowledge students are expected to demonstrate)</b>	<b>BTEC DIT Award Assessment Objectives:</b>  <b>Component 02 Collecting Presenting and Int data</b> <b>Learning Aim A: Investigate the role and impact of using data on individuals and Organisations.</b>  A.2D1 Assess data collection methods and features used and how they affect the quality of data and decision making in two sectors, drawing detailed justified conclusions. A.2M1 Discuss data collection methods and features used and how they affect the quality of data and decision making in two sectors, drawing justified conclusions. A.2P1 Explain how data collection methods and their features affect the quality of data across two sectors, with relevant examples. A.2P2 Explain how data is used to make decisions across two sectors, with relevant examples. A.1M1 Describe data collection methods across two sectors. A.1M2 Describe data that is used to make decisions across two sectors. A.1P1 Identify data collection methods across two sectors. A.1P2 Identify data that is used to make decisions across two different sectors.  <b>Learning aim B: Create a dashboard using data manipulation tools.</b>  B.2D2 Select and use relevant methods to effectively and accurately manipulate data and produce a fully efficient and comprehensive dashboard. B.2M2 Select and use relevant methods to effectively and accurately manipulate data and produce an effective dashboard that clearly summarises data. B.2P3 Select and use methods to carry out some manipulation of data, which is largely accurate. B.2P4 Produce an appropriate dashboard that clearly summarises data. B.1M3 Use methods to carry out some manipulation of data, with some inaccuracies.					

	<p>B.1M4 Produce a dashboard that produces a limited summary of data, with some appropriate presentation methods.  B.1P3 Use methods to carry out limited manipulation of data, with a limited degree of accuracy.  B.1P4 Produce a dashboard that produces a limited summary of data.</p> <p><b>Learning aim C: Draw conclusions and review data presentation methods.</b></p> <p>C.2D3 Assess the effectiveness of the dashboard's presentation of data and how it affects the conclusions drawn and the recommendations made, using justified examples.  C.2M3 Analyse how the dashboard's presentation of data influences the conclusions drawn and the recommendations made, using relevant examples.  C.2P5 Use the dashboard to draw conclusions, with some appropriate recommendations.  C.2P6 Explain the methods used to present data so that it can be clearly understood, with detailed examples.  C.1M5 Use the dashboard to outline some trends in the data.  C.1M6 Describe the methods used to present data so that it can be understood, with brief examples.  C.1P5 Use the dashboard to identify trends in the data.</p> <p><b>Component 3: Effective Digital Working Practices</b></p> <p>Exam paper.</p>					
<b>Key skills</b>						
<b>Assessment</b>	Know It all Ninja Practice assignments	Know It all Ninja  Live PSA	Know It all Ninja  Practice assignments  Exam style Questions	Know It all Ninja  Practice assignments  Exam style Questions	Know It all Ninja  Practice assignments  Exam style Questions	Exams
<b>How can you help?</b>	<b>Encourage your child to: complete required topics on Know-it-all Ninja</b>	<b>Encourage your child to: complete required topics on Know-it-all Ninja</b>	<b>Encourage your child to: complete required topics on Know-it-all Ninja</b>  <b>Read through and complete tasks from revision guides</b>  <b>Make revision notes and cards</b>	<b>Encourage your child to: complete required topics on Know-it-all Ninja</b>  <b>Read through and complete tasks from revision guides</b>  <b>Make revision notes and cards</b>	<b>Encourage your child to: complete required topics on Know-it-all Ninja</b>  <b>Read through and complete tasks from revision guides</b>  <b>Make revision notes and cards</b>	<b>Encourage your child to: complete required topics on Know-it-all Ninja</b>  <b>Read through and complete tasks from revision guides</b>  <b>Make revision notes and cards</b>



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<b>Curriculum Content</b>  <b>Creative Media</b>	<b>Component 2: Developing Digital Media Production Skills</b>  <b>Skills for:</b> Production and post-production processes and practices. Skills for the audio/moving image sector relevant to the production. Skills for the print sector relevant to the production. Skills for the interactive sector relevant to the production.	<b>Component 2: Developing Digital Media Production Skills</b>  <b>Skills for:</b> Skills for the audio/moving image sector relevant to the production. Reviewing content, e.g. the amount, quality, relevance, accuracy. Testing and reviewing practical outcomes, e.g. functionality, consistency, continuity, communication, accessibility. On-going review used to inform decisions and refine work.	<b>Component 3: Create a Media Product in Response to a Brief</b>  <b>Skills for:</b> Establishing the requirements of the brief. Defining the target audience. Researching similar existing products to understand the marketplace/competition Exploring the chosen media sector to support the generation of ideas Theme of the brief. Product Content. Style and design. Idea selection	<b>Component 3: Create a Media Product in Response to a Brief</b>  <b>Skills for:</b> Storyboarding for moving image. Writing a script for audio/moving image. Page layout and design for print. Layout and design for interactive. Time management. Copyright, clearances and permissions.	<b>Component 3: Create a Media Product in Response to a Brief</b>  <b>Skills for:</b> Monitoring outcomes to identify strengths and potential areas for improvement. Making refinements to the media product to improve the outcome. Capturing footage and audio. Creating images and assets. Creating copy. Sourcing content from secondary sources.	<b>Component 3: Create a Media Product in Response to a Brief</b>  <b>Skills for:</b> Editing audio and moving image. Combining assets for the page and screen. Adding interactivity. Testing: usability testing, functionality testing. Compressing: rendering audio and video, file optimisation. Use of software and equipment. Creation and manipulation of assets. Construction of work and outcomes.
<b>Prior knowledge (from previous year/ key stage)</b>	KS3 –ICT skills for File management and Spreadsheets.	KS3 –ICT skills for File management and Spreadsheets.	KS3 –ICT skills for File management, Cyber security, how a PC works and Digital Citizen.	KS3 –ICT skills for File management, Cyber security, how a PC works and Digital Citizen.	KS3 –ICT skills for File management, Cyber security, how a PC works and Digital Citizen.	KS3 –ICT skills for File management, Cyber security, how a PC works and Digital Citizen.
<b>Assessment objectives (specific skills and knowledge students are expected to demonstrate)</b>	<b>BTEC Creative Digital Media Production Assessment Objectives:</b>  <b>Component 2: Developing Digital Media Production Skills</b>  <b>Task 1 – Develop and apply media pre-production processes, skills and techniques.</b> <b>Task 2 – Develop and apply media production and post-production processes, skills and techniques to create a media product.</b>  <b>Component 3: Create a Media Product in Response to a Brief</b>					
<b>Key skills</b>						
<b>Assessment</b>	Practice assignments	Live PSA	Practice assignments	Practice assignments	Practice assignments	Exams



<b>How can you help?</b>	<b>Encourage your child to:</b>  Watch films and discuss who they were made and what they can see going on in the films and settings.  Practice using Film editing software.  Using a variety of design technique.	<b>Encourage your child to:</b>  Watch films and discuss who they were made and what they can see going on in the films and settings.  Practice using Film editing software.  Using a variety of design technique.	<b>Encourage your child to:</b>  Watch films and discuss who they were made and what they can see going on in the films and settings.  Practice using Film editing software.  Using a variety of design technique.	<b>Encourage your child to:</b>  Watch films and discuss who they were made and what they can see going on in the films and settings.  Practice using Film editing software.  Using a variety of design technique.	<b>Encourage your child to:</b>  Watch films and discuss who they were made and what they can see going on in the films and settings.  Practice using Film editing software.  Using a variety of design technique.	<b>Encourage your child to:</b>  Watch films and discuss who they were made and what they can see going on in the films and settings.  Practice using Film editing software.  Using a variety of design technique.
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Year 10	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Curriculum Content</b>  <b>Enterprise</b>	<b>COMPONENT 1: Exploring Enterprises</b>  <b>Skills for:</b> Size and features of SMEs. Markets, sectors, models and industries in which enterprises operate Aims and activities of enterprises Skills and characteristics of entrepreneurs	<b>COMPONENT 1: Exploring Enterprises</b>  <b>Skills for:</b> Market research methods Understanding customer needs Understanding competitor behaviour Suitability of market research methods	<b>COMPONENT 1: Exploring Enterprises</b>  <b>Skills for:</b> PEST (Political, Economic, Social, Technological) analysis SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis		<b>COMPONENT 2: Planning and Presenting a Micro-Enterprise Idea</b> <b>Skills for:</b> Choosing ideas for a micro-enterprise Plan for a micro-enterprise Production of presentation	<b>COMPONENT 2: Planning and Presenting a Micro-Enterprise Idea</b>  <b>Skills for:</b> Production of presentation Delivery of presentation

<b>Prior knowledge (from previous year/ key stage)</b>	KS3 –ICT skills for File management and document analysis, Spreadsheets and Databases.	KS3 –ICT skills for File management and document analysis, Spreadsheets and Databases.	KS3 –ICT skills for File management and document analysis, Spreadsheets and Databases.	KS3 –ICT skills for File management and document analysis, Spreadsheets and Databases.  Live PSA	KS3 –ICT skills for File management and document analysis, Spreadsheets and Databases.	KS3 –ICT skills for File management and document analysis, Spreadsheets and Databases.
<b>Assessment objectives (specific skills and knowledge students are expected to demonstrate)</b>	<b><u>Enterprise Assessment Objectives:</u></b>  <b>COMPONENT 1: Exploring Enterprises</b> <b>Task 1a – The impact of the activities carried out by the selected enterprise to its success</b> <b>Task 1b – The impact of the skills and characteristics of the entrepreneur associated with a selected enterprise to its success</b> <b>Task 2 – Market research methods</b> <b>Task 3a – PEST analysis</b> <b>Task 3b – SWOT analysis</b>  <b>COMPONENT 2: Planning and Presenting a Micro-Enterprise Idea</b> <b>Task 1a – Choosing an idea</b> <b>Task 1b – Planning your chosen micro-enterprise idea</b> <b>Task 2a – Presenting your business plan</b> <b>Task 2b – Reviewing the presentation</b>					
<b>Key skills</b>						
<b>Assessment</b>	Practice assignments Know It All Ninja	Practice assignments Know It All Ninja	Practice assignments Know It All Ninja		Practice assignments Know It All Ninja	Practice assignments Know It All Ninja
<b>How can you help?</b>	<b>Encourage your child to:</b>  <b>Discuss finance, how money is earned and spent.</b> <b>Encourage research on local businesses</b> <b>Use of Know-it-all Ninja</b> <b>Read and answer questions from revision guides.</b>	<b>Encourage your child to:</b>  <b>Discuss finance, how money is earned and spent.</b> <b>Encourage research on local businesses</b> <b>Use of Know-it-all Ninja</b> <b>Read and answer questions from revision guides.</b>	<b>Encourage your child to:</b>  <b>Discuss finance, how money is earned and spent.</b> <b>Encourage research on local businesses</b> <b>Use of Know-it-all Ninja</b> <b>Read and answer questions from revision guides.</b>	<b>Encourage your child to:</b>  <b>Discuss finance, how money is earned and spent.</b> <b>Encourage research on local businesses</b> <b>Use of Know-it-all Ninja</b> <b>Read and answer questions from revision guides.</b>	<b>Encourage your child to:</b>  <b>Discuss finance, how money is earned and spent.</b> <b>Encourage research on local businesses</b> <b>Use of Know-it-all Ninja</b> <b>Read and answer questions from revision guides.</b>	<b>Encourage your child to:</b>  <b>Discuss finance, how money is earned and spent.</b> <b>Encourage research on local businesses</b> <b>Use of Know-it-all Ninja</b> <b>Read and answer questions from revision guides.</b>

Year 11	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Curriculum Content</b>  <b>Enterprise</b>	<b>COMPONENT 2: Planning and Presenting a Micro-Enterprise Idea</b>  <b>Skills for:</b> Choosing ideas for a micro-enterprise Plan for a micro-enterprise Production of presentation Production of presentation Delivery of presentation	<b>COMPONENT 2: Planning and Presenting a Micro-Enterprise Idea</b>  <b>Skills for:</b> Review of presentation	<b>Component 3: Marketing and Finance for Enterprise</b>  <b>Skills for:</b> Targeting and segmenting the market 4Ps of the marketing mix Factors influencing the choice of marketing methods Trust, reputation and loyalty	<b>Component 3: Marketing and Finance for Enterprise</b>  <b>Skills for:</b> Financial documents Payment methods Revenue and costs Financial statements Profitability and liquidity	<b>Component 3: Marketing and Finance for Enterprise</b>  <b>Skills for:</b> Budgeting Cash flow Suggesting improvements to cash flow problems	<b>Component 3: Marketing and Finance for Enterprise</b>  <b>Skills for:</b> Break-even point and break-even analysis Sources of business finance
<b>Prior knowledge (from previous year/ key stage)</b>	KS3 –ICT skills for File management and document analysis, Spreadsheets and Databases.	KS3 –ICT skills for File management and document analysis, Spreadsheets and Databases.	KS3 –ICT skills for File management and document analysis, Spreadsheets and Databases.	KS3 –ICT skills for File management and document analysis, Spreadsheets and Databases.	KS3 –ICT skills for File management and document analysis, Spreadsheets and Databases.	KS3 –ICT skills for File management and document analysis, Spreadsheets and Databases.
<b>Assessment objectives (specific skills and knowledge students are expected to demonstrate)</b>	<b>BTEC Creative Digital Media Production Assessment Objectives:</b>  <b>COMPONENT 2: Planning and Presenting a Micro-Enterprise Idea</b> <b>Task 1a – Choosing an idea</b> <b>Task 1b – Planning your chosen micro-enterprise idea</b> <b>Task 2a – Presenting your business plan</b> <b>Task 2b – Reviewing the presentation</b>  <b>Component 3: Marketing and Finance for Enterprise</b> <b>AO1 Demonstrate knowledge of facts, terms and issues in relation to enterprise</b> <b>AO2 Demonstrate an understanding of facts, terms and issues in relation to enterprise</b> <b>AO3 Apply an understanding of facts, terms and issues in relation to enterprise</b> <b>AO4 Make connections with concepts, issues and terms in enterprise</b> <b>AO5 Carry out calculations to complete financial documents, carry out calculations using formulae and ratios, and construct and interpret break-even charts.</b>					
<b>Key skills</b>						
<b>Assessment</b>	Practice assignments Know It All Ninja	Live PSA	Practice assignments Know It All Ninja	Practice assignments Know It All Ninja	Practice assignments Know It All Ninja	Exams

<b>How can you help?</b>	Encourage your child to:  Discuss finance, how money is earned and spent. Encourage research on local businesses Use of Know-it-all Ninja Read and answer questions from revision guides.	Encourage your child to:  Discuss finance, how money is earned and spent. Encourage research on local businesses Use of Know-it-all Ninja Read and answer questions from revision guides.	Encourage your child to:  Discuss finance, how money is earned and spent. Encourage research on local businesses Use of Know-it-all Ninja Read and answer questions from revision guides.	Encourage your child to:  Discuss finance, how money is earned and spent. Encourage research on local businesses Use of Know-it-all Ninja Read and answer questions from revision guides.	Encourage your child to:  Discuss finance, how money is earned and spent. Encourage research on local businesses Use of Know-it-all Ninja Read and answer questions from revision guides.
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